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ABSTRACT

The purpose of this project has been to develop an information base about successful desegregation/integration strategies for use in developing a set of models and guidelines to aid schools in planning staff development activities. Part of the development of the data base included interviews with administrators, teachers, students, and parents, and an analysis of selected staff development/inservice education (SD/IE) programs. This report describes the activities undertaken to accomplish the interviews and the analysis of SD/IE programs. Included are data on important desegregation related needs and ways to meet those needs. The need areas include (1) cultural awareness; (2) human relations; (3) curriculum integration; (4) pupil self-concept/motivation/discipline; (5) dropouts/suspensions/expulsions; (6) teaching methods and learning styles; (7) parental involvement; (8) resegregation; (9) segregation within the classroom and extracurricular activities; (10) the relationship between bilingual education and desegregation; and (11) effective SD/IE. Strategies to meet these needs are grouped and analyzed under eight goal areas. (Author/RLV)

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ED185191

FINAL INTERIM REPORT
June 1, 1978 to November 30, 1979

PROJECT: Ways to Improve Education in Desegregated Schools (WIEDS)

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November 30, 1979

Mr. Oscar Uribe
Project Officer
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National Institute of Education
Washington, D.C. 20208

Dear Mr. Uribe:

Submitted herewith is the Southwest Educational Development Laboratory's final report for Project: Ways to Improve Education in Desegregated Schools (WIEDS). This report is in compliance with the terms and conditions of Grant No. OB-NIE-G-78-0108, which ends on November 30, 1979.

The activities and findings from this effort represent what SEDL feels is a useful contribution to education in general and to school desegregation efforts in particular. We look forward to continuing our studies in this area.

We shall be pleased to discuss this report and provide you with additional information, if requested.

Sincerely,

David L. Williams, Jr.

David L. Williams, Jr. (Dr.)
Director
Division of Community
and Family Education

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SEDL

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FINAL REPORT

PROJECT: WAYS TO IMPROVE EDUCATION IN DESEGREGATED SCHOOLS (WIEDS)

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Funded by: National Institute of Education
Washington, D.C.

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Staff members of Project WIEDS take this opportunity to express their gratitude to the many people, agencies, programs, and institutions who have helped attain WIEDS' objectives during the past twelve months. These contributors constitute a broad range of professions and backgrounds.

The SEDL Board of Directors and the Regional Exchange Advisory Board provided valuable insight and recommendations in the selection of school districts for the Phase III interviews of the project. Others whose assistance was welcome and essential include consultants, Southwest Educational Development Laboratory staff, and National Institute of Education and other federal government personnel.

WIEDS acknowledges also the invaluable assistance and cooperation of the helpful people in the state education agencies and the local schools, the liaison persons, students, teachers, parents and other community members, principals and central office administrators in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas.

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ABSTRACT

Ways to Improve Education in Desegregated Schools' (WIEDS) purpose has been to develop an information base about successful desegregation/integration strategies for use in developing a set of models and guidelines for use by schools in planning staff development activities. WIEDS developed its substantial data base by: (1) reviewing desegregation literature, (2) analyzing the U. S. Commission on Civil Rights Desegregation Case Studies and the National Institute of Education...Desegregated Schools Ethnographies, (3) surveying 148 central office administrators and General Assistance Center personnel, (4) interviewing 193 administrators, teachers, students, and parents and other community representatives, and (5) studying selected SEDL region schools' staff development/inservice education (SD/IE) programs. This is a report on WIEDS' activities to accomplish the interviews and the analysis of the SD/IE programs. Included are findings, conclusions, and recommendations.

The data included in this report indicate important desegregated-related needs and ways to meet those needs. The need areas include: (1) cultural awareness, (2) human relations, (3) curriculum integration, (4) pupil self-concept, motivation, and discipline, (5) dropouts/expulsions/suspensions, (6) teaching methods and learning styles, (7) parental involvement, (8) re-segregregation, (9) segregation within the classroom and extracurricular activities, (10) the relationship between bilingual education and desegregation, and (11) effective SD/IE. Strategies to meet these needs are grouped and analyzed under eight goal areas: (1) desegregation of faculty/staff and students, (2) parent/community involvement and/or communication, (3) prevention/resolution of crises, (4) multicultural perspective in education, (5) compensatory education, (6) positive race relations, (7) administrative pro-

cedures to facilitate desegregation/integration, and (8) SD/IE.

WIEDS staff believe that these strategies can be most effectively implemented and, thereby, the above needs most effectively met, in those school districts with an effective SD/IE program. WIEDS' FYs '80 and '81 objectives are to design and produce guidelines and models for staff development in desegregated/desegregating schools and state and regional desegregation agencies, so they may be more effective in helping to improve education in desegregated schools.

I. INTRODUCTION

A. Overview and Major Goal.

In 1978 Project WIEDS adopted the following as its long range goal:

> To establish a regional base of information concerning successful strategies and the remaining need areas in desegregated schools as identified by students, community persons (parents included), teachers, principals, and selected central office personnel, in order to conceptualize and produce a set of inservice training/staff development guidelines and models.

In its Phase I literature review and its Phase II analyses of the Commission on Civil Rights case studies and the NIE desegregation ethnographies, the WIEDS Project reported numerous desegregation needs and strategies as found in more than 500 books, articles, research documents, reports, and position papers. Project WIEDS' Phase II and III developed more information related specifically to schools in its region, in a questionnaire survey returned by 140 central administrators, and 193 interviews of central and building administrators, teachers, students, and parents and other community representatives. During these three phases WIEDS developed its data base of information on: (a) strategies successful in improving race relations and promoting a school atmosphere where all children can learn and (b) remaining needs. Also in Phase III, the project developed criteria for evaluating staff development/inservice education (SD/IE) programs.

B. Statement of Objectives.

During the twelve month period (12/1/78-11/30/79) the stated objectives of Project WIEDS have been:

12-1. To conduct an expanded number of selected interviews with students, community persons, teachers, and principals in SEDL region desegregated schools concerning the identifi-

cation of (a) successful strategies with corresponding demographic characteristics and (b) remaining areas of need.

12-2. To analyze and synthesize interview findings as preparation for specifying the conceptualization of inservice training/staff development guidelines and models design.

12-3. To conduct in-depth analyses of selected school desegregation inservice training/staff development programs in the SEDL region.

12-4. To prepare a preliminary set of plans, based on survey and interview findings, for conceptualizing, developing, testing, and refining desegregated school inservice training/staff development guidelines and models.

12-5. To disseminate documents which describe survey and interview findings and implications for developing more effective desegregated school inservice training/staff development guidelines and models.

C. Summary Literature Review

Since 1960 there has been a growing pool of empirical research available on the correlation between the behavior and attitudes of teachers and the attitudes and academic performance of pupils (Gage, 1963; Washington, 1968; Purkey, 1970; Banks, 1970; Krantz, 1970; Banks and Grambs, 1972; Noar, 1972; and Good and Brophy, 1973). Results of investigations using new sophisticated and reliable data collection tools yield rather convincing data that teacher behavior strongly affects pupil behavior and has especially important implications for minority children (Amidon and Hough, 1967; Brophy and Good, 1969; Bonjean, et al., 1967; Gay, 1975).

U. S. Social Science literature documents the majority view of the culturally different as culturally inferior, intellectually and socially (Kane, 1970; and Stent, Hazard, and Rivlin, 1973). Four studies in this decade were carried out in the southwestern United States--the U. S. Civil Rights Commission, Toward Quality Education for Mexican Americans (1974), and Barnes (1973), Gay (1974), and Mangold (1974) on black and white teachers with black and white pupils. White students receive more praise,

encouragement, and opportunities for substantive interaction with teachers, while teacher contacts with black students are mostly procedural, negative, and disciplinary. The results of the four southwestern studies are consistent with each other and with more recent ones, such as that on reading and mathematics instructional practices, completed by the National Advisory Council on Equality of Educational Opportunity in 1978 (see also Ainsworth, 1969; Benitez, 1973). Although perhaps there are too few data to be conclusive, the research strongly suggests that student ethnicity is one of the major determinants of teachers' attitudes and behavior to their students, that teachers, including minority teachers, expect less of minority students and give them fewer opportunities and less encouragement and positive feedback, and that these conditions are a major determinant of quality of education, and that many minority children are being denied equal opportunity for quality education.

From other recent studies, it may be concluded that in an effectively desegregated setting: (1) academic achievement rises for the minority children while relatively advantaged majority children continue to learn at the same rate, (2) minority children gain a more positive self-concept and a more realistic conception of their vocational and educational future than under segregation, and (3) positive racial attitudes by black and white students develop as they attend school together (Weinberg, 1977a; 1977b).

The schools thus play a key role in the socialization of pupils and in determining the future of American society, either perpetuating racial unrest and imbalance or providing an educational setting that promotes racial understanding and harmony (Della-Dora and House, 1974). After summarizing 120 studies of school desegregation which she analyzed for outcomes

to children, St. John (1975) concluded that further investigation of the general question--"Does desegregation benefit children?"--would seem a waste of resources. "The pressing need now is to discover the school conditions under which the benefits of mixed schooling are maximized and its hardships minimized."

During the 1970's a number of professional educator organizations also realized a pressing need to change school conditions (e.g., the American Association of Colleges for Teacher Education (AACTE), the Association for Supervision and Curriculum Development, the National Education Association, the National Council of Teachers of Mathematics, the Modern Language Association, and the National Council of Social Sciences, as well as others); they publicly rejected the melting pot concept and endorsed multicultural education in schools and colleges (AACTE, 1976).

In Educating a Profession (1976), Howsam, et al. reminded public schools of a legal stricture against conferring "benefits on one group while withholding them from another," but the authors recognized that "teachers are not prepared either personally or professionally for such service.... all teachers need professional preparation for this role." (Emphasis the authors'.)

AACTE surveys in 1977 indicate that at least twenty states passed legislation endorsing multicultural education or even requiring some measure of it for teacher certification, and many higher education agencies developed or had forced upon them, Black Studies, Mexican American Studies, Native American Studies, Asian American Studies, or minority studies programs of one kind or another. Nevertheless, the results were disappointing. There were exceptions, but on many campuses the minority studies programs were "ghettoized" and had little if any impact on teacher education programs (Banks, 1975b; Eko, 1973; Gibbs, 1974; Katz, 1973; Sanchez, 1972; West, 1974).

Multicultural courses offered in teacher-training curricula were frequently elective and prospective teachers received little encouragement to enroll in such (Katz, 1973; Sullivan, 1974; West, 1974; Rivlin and Gold, 1975; Arciniega, 1975; Smith, 1969; Garcia, 1974; Hilliard, 1974; Hunter, 1974; AACTE, 1976; Baptiste, 1977; Braun, 1977).

This makes effective inservice education all the more critical. As John Aragon (1973) put it:

> We can't teach within a context where cultural differences are extant if we don't know what the cultural differences are. Therein lies our dilemma. We can't teach what we don't know. The deficiency thus is in the professional, not the client.

The "deficit problem" is more one of culturally deficient educators, rather than culturally deprived children. In response to such deficiencies, multi-cultural education requires the training of teachers to recognize and capitalize on the existence of ethnic diversity for enriching the teaching of youth. Until all new teachers from schools of education are trained this way, it can only be done through inservice training.

Desegregation literature is replete with studies, reports, and monographs indicating the need for effective multicultural inservice education (e.g., Banks, 1973, 1975a, 1975b; Castenada, et al., 1974; Ornstein, et al., 1975; Dillon, 1976; Braun, 1977; Jones, King, et al., 1977; Phillips, 1978, Rodriguez, 1978, and Blackwell, 1978; Grant, 1979).

In order to provide equal educational opportunity there has to be effective staff inservice programs to prevent negative classroom experiences which reinforce stereotypes and prejudices, to remedy teachers' lack of knowledge concerning student cultural backgrounds, provide classroom atmospheres which encourage interracial friendship and understanding, and to teach children to be ethnically literate.

D. Statement of Major Research Questions

The objectives of Project WIEDS generate several research questions. Some of these are presented below as an indication of the data sought as a basis for preparing SD/IE models and guidelines.

1. What are the strategies which have been identified by central office personnel, principals, students, teachers, and community persons as being successful in desegregated schools?

2. What are the similarities and differences among (central office personnel, students, etc.) strategy descriptions identified as having been successful in desegregated schools?

3. How do the descriptions of identified successful strategies differ among states in the SEDL region with respect to students, teachers, etc.?

4. What are the strategies which have been identified as being successful in the U. S. Commission on Civil Rights (USCCR) Desegregation Case Studies?

5. How do the successfully described strategies, identified from USCCR Case Studies, differ among the case studies analyzed?

6. What are the remaining need areas in school desegregation as identified by community persons, students, etc.?

7. How are the identified remaining need areas in desegregated schools similar and/or different among teachers, principals, etc.?

8. What are the similarities and differences concerning desegregated schools among the SEDL region states with respect to areas of remaining needs?

9. What are the implication trends that can be drawn from the survey and interview findings to effectively deal with the remaining areas of need in desegregated schools?

10. What are the specific content areas, as drawn from the survey and interview findings, which should form the basis of inservice training/staff development guidelines and models to improve education in desegregated schools?

11. What are the key components of selected school desegregation inservice/staff development programs in the SEDL region?

12. How are the components of these selected inservice/staff development programs alike? Different?

13. Which components of these selected inservice/staff development programs have been identified as most successful by teachers, principals, students, central office personnel?

(Added 6/29/78)

14. How do the identified successful strategies compare with the identified needs?

15. What works under what conditions, and why?

E. Definition of Terms

1. Bilingual Education (as distinct from foreign language programs) - a program wherein non-English speakers are taught in their native tongue and also receive instruction in English as well, usually at the K-5 grade level.

2. Certified Personnel - LEA employees whose duties require professional certification by a state agency, usually an SEA. Included among these are administrators, teachers, counselors, librarians, coaches, etc.

3. Culture - the totality of socially transmitted behavior patterns, including: language, social customs (as family organization), ethics and values (including religion), diet, and costume/dress.

4. Desegregation - is the ending of segregation, the bringing together of previously segregated groups.

5. Environment - physical facilities and psychological atmosphere wherein SD/IE programs are implemented. Included are such physical factors as lighting, ventilation, temperature, and other such considerations of comfort of participants (e.g., a large auditorium on a university campus or in a local school library setting), as well as psychological factors as respect, trust, and openness, which facilitate re-examination of each participant's own values, attitudes, and behavior and which reduces the threat posed by new ideas and practices.

6. Ethnic group - a group with a common culture (see above); not synonomous with race (see below).

7. Evaluation - the major component of the SD/IE program that tries to determine effectiveness, outcomes, findings, and impact of the SD/IE program through the use of evaluation instruments, forms, and/or trained observation.

8. Feedback - information to SD/IE planners, implementors, and/or evaluators from participants about their perceptions of SD/IE that they have undergone and/or attempted to apply.

9. Integration - the situation wherein people of different groups tend to interact cooperatively on a basis of equal status and trust as they know, understand, and respect each other's culture and contributions.

10. Leader/Consultant/Presentor - individual who facilitates an SD/IE activity; may be from within or from outside the LEA offering the activity.

11. Multicultural Education - education which helps to provide equal educational opportunity, promote racial harmony, and prepare pupils for happier, more productive lives in the culturally pluralistic U. S. society by providing culturally pluralistic content and approaches throughout school programs.

12. Non-certified Personnel - LEA employees whose duties do not require professional certification, but who frequently deal directly with students and/or parents and have an important role in the educational processes and in establishing and maintaining a school environment conducive to effective human/race relations and academic achievement. Included among these are secretaries, aides, food service personnel, custodial personnel, bus drivers, etc.

13. Participants - persons attending SD/IE activities, be they certified or non-certified personnel, students, parents, or other community members, or whomever.

14. Personnel - employees of the school district.

15. Race - a more or less distinct human population group distinguished by genetically transmitted physical characteristics.

16. SD/IE Plan - preliminary SD/IE program or a program not yet being implemented (see SD/IE Program).

17. SD/IE Program - in an educational context, a "program" consists of all the instructional materials, personnel, facilities, educational processes and related factors and resources used in achieving specified goals and objectives. A SD/IE program relates to the professional development of school personnel.

F. Scope of Work Revisions and Other NIE Recommendations.

Subsequent to the WIEDS proposal of 6/5/78, NIE and SEDL personnel entered into negotiations which produced a change in WIEDS' research questions relevant to this report. These are numbers 14 and 15 of the Statement of Major Research Questions already mentioned.

Further, as indicated by SEDL, when the opportunity became available, a qualified Mexican American professional was added to the project team, as a Research Assistant, in January, 1979.

Criteria were developed by WIEDS for use in analyzing SD/IE plans and programs. These are reflected in the "Techniques Used for Gathering and Analyzing Data" in Section II following.

II. PROCEDURES/METHODOLOGY DESCRIPTION OF HOW OBJECTIVES WERE UNDERTAKEN

A. Subjects/Sites.

1. Interviews.

Project WIEDS conducted 193 interviews within the six-state SEDL region. The local school districts included the following:

Little Rock, Arkansas	Santa Fe, New Mexico
Lafayette, Louisiana	Muskogee, Oklahoma
Meridian, Mississippi	Lubbock, Texas

The interviewees included central office administrators, principals, teachers, students, parents, and other community representatives. More demographic data on the interview sites is in III Findings and outcomes, which includes conditions when desegregation was begun.

2. SD/IE Plans/Programs.

To accomplish Objective 12-3 (SD analysis), the following criteria for site selection were established:

1) Willingness to participate in effort.

2) Have SD/IE plan or program (including documents which can be examined).

3) Desegregation status (staff/student).

4) Student ethnicity (Hispanic, Black, Anglo, American Indian).

5) Number of years involved with desegregation.

6) Have SD/IE person in leadership role.

7) Feasibility of telephone interview vs. site visit.

8) Recommendations of TEA, GACs in region, SEDL Board of Directors, and SEDL Advisory Committee members, etc.

9) Proximity to Austin.

10) Student population (and urban, rural, suburban).

Considering this criteria, telephone interviews with LEA contacts and documents sent by the 39 potential sites, WIEDS staff selected twelve SD/IE plans/programs for analysis. In order to prevent any possible embarrassment from public critiques of the programs, the specific programs/plans are not identified by LEA names. Following is a list of those agreeing to participate, and after that are general Demographic Data of the twelve SD/IE sites.

AGREED TO COOPERATE IN WIEDS' EVALUATION OF
SD/IE PLANS OR PROGRAMS

Alamo Heights, Texas
Aldine, Texas
Alief, Texas
Ardmore, Oklahoma
Briar Patch Children's Center, Texas
Corpus Christi, Texas
Coupland, Texas
Dallas, Texas
Elgin, Texas
Florence, Texas
Fort Worth, Texas
Georgetown, Texas
Gregory-Portland, Texas
Houston, Texas
Hutto, Texas
Jackson, Mississippi
Jarrell, Texas
Lafayette, Louisiana
Leander, Texas
Liberty Hill, Texas
Little Rock, Arkansas
Lubbock, Texas
Luling, Texas
Manor, Texas
Marion, Texas
Meridian, Mississippi
Midland, Texas
Muskogee, Oklahoma
Navarro, Texas
Nixon, Texas
Pflugerville, Texas
Prairie Lea, Texas
Round Rock, Texas
Santa Fe, New Mexico
Smiley, Texas
Taylor, Texas
Waco, Texas
Waelder, Texas
Waxahachie, Texas

DEMOGRAPHIC DATA OF TWELVE SD/IE SITES

Pupil Population

Fewer than 2,000 = 3 (actually 9, including 7 clustered for area-wide SD/IE program)

2,000 - 4,000 = 2

8,000 - 16,000 = 2

20,000 - 42,000 = 3

Over 50,000 = 2

Ethnic Composition

Minority percentage

5 - 11% = 2
12 - 20% = 1
21 - 32% = 2
33 - 40% = 2
41 - 50% = 1
51 - 60% = 2
61 - 65% = 2

(Seven of the twelve LEAs have two minority groups, with each constituting at least 8% of the total student population.)

Urban/Rural/Suburban

Urban = 7

Suburban = 2

Rural = 3 (actually 9, including 7 clustered in one area-wide SD/IE program)

B. Instruments.

The instrumentation used in the on-site interviews within the SEDL region included the following documents (see Appendix A) followed by Project WIEDS:

Central Office Personnel Interview Schedule
Principal Interview Schedule
Teacher Interview Schedule
Student Interview Schedule
Parent/Community Interview Schedule

These instruments were reviewed by other SEDL staff and several consultants before final revisions were made in the areas of language, sequence of questions, and style. The revised interview schedules were field tested at a local high school in Austin, Texas with permission granted from the Austin Independent School District.

These Interview Schedules are designed to collect information in the following areas as perceived by the five categories of respondents:

1. Desired outcomes from desegregation.
2. Successful desegregation strategies.
   a. Administrative/Governance.
      1) Organizational.
      2) Communications/public relations.
      3) Crisis prevention/resolution.
      4) Programmatic.
   b. Staff Development.
      1) Social relations.
      2) Curriculum/instruction.
   c. Teaching/Learning.
      1) Cognitive emphasis.
      2) Affective emphasis.

3. Needs or problems to be solved

4. Cultural differences

C. Design.

1. Interviews.

The overall research/data collection design (see next page, Figure 1) describes Project WIEDS' interviews research design for Phase III. Succeeding portions of this design will delineate the steps taken in identifying and examining successful desegregation strategies in selected school districts within the SEDL region.

a) Data Sources.

b) Selecting/Scheduling Local Education Agencies.

c) Instrumentation.

d) Data Collection and Analyses.

e) Dissemination.

a. Data Sources.

Data were collected from selected local school districts in the SEDL region via on-site interviews. Interviews were conducted with central office personnel, principals, teachers, students, and parents and other community members. The five interview schedules were designed to collect quantitative and indepth qualitative data about school desegregation strategies and factors relating to the effect of the strategies in attaining their intended purpose(s). Once data was collected, it was analyzed and added to the information base on successful desegregation strategies.

The data sources for the Phase III research effort were:

(1) Central Office Personnel.

(2) Elementary/Secondary Principals.

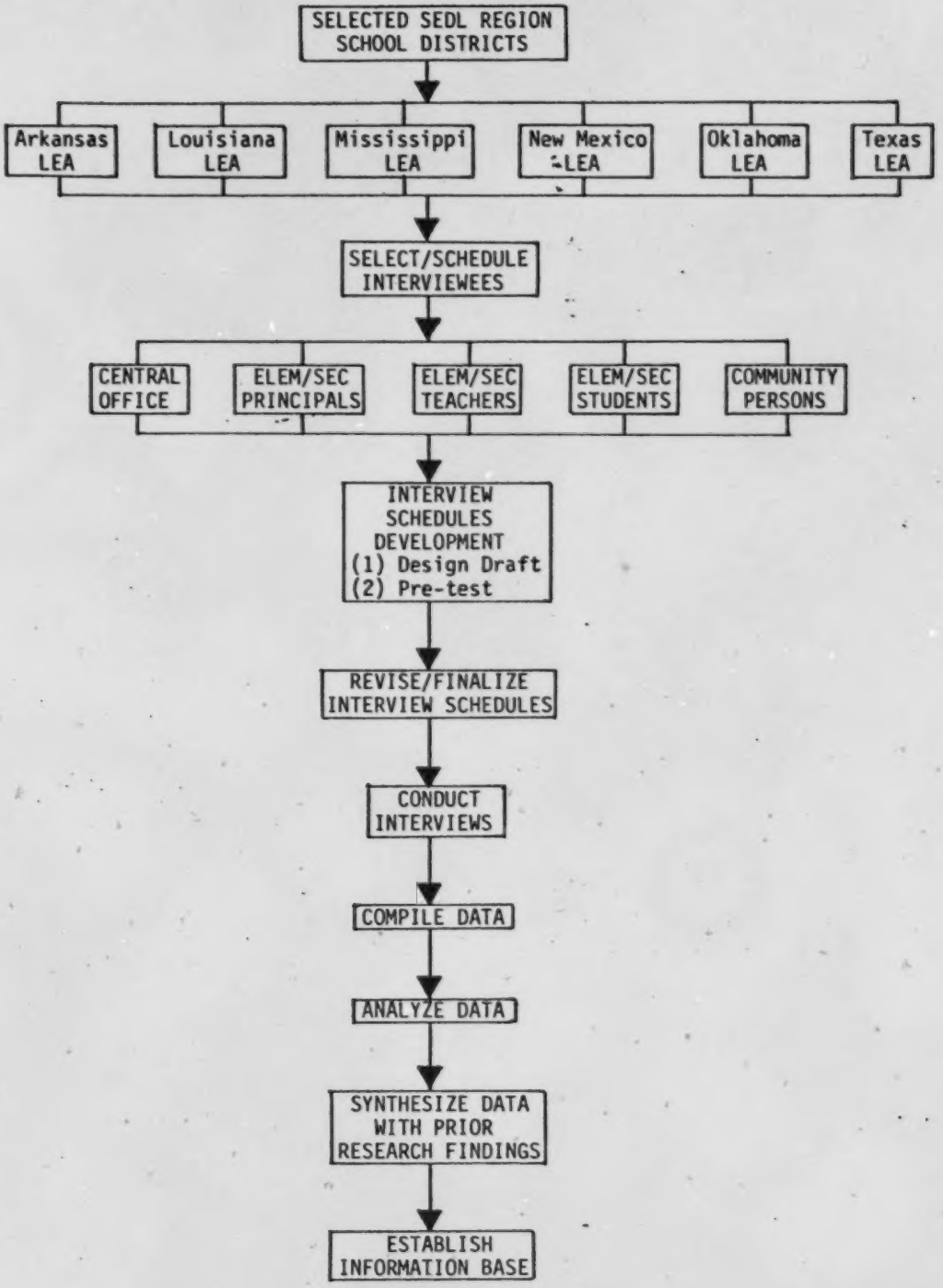


Figure 1

RESEARCH/DATA COLLECTION PLAN

(3) Elementary/Secondary Teachers.

(4) Secondary Students.

(5) Parents and Other Community Members.

Approximately 32 interviews were conducted with these data sources in each of the six selected school districts.

b. Selecting/Scheduling Local Education Agencies.

In selecting potential school districts to involve in the interview process, the WIEDS staff used two criteria categories:

1) Quality Criteria - elements related to the attributes of an LEA which indicate success in desegregation.

2) Demographic Criteria - elements that describe statistical characteristics of a desegregated LEA.

Specific categories within each type of criterion were described (based on survey responses):

1) Quality Criteria

a) Successful desegregation experience (comparison of pre-desegregation items with post-desegregation items)

b) Knowledge of respondent

c) Comments and explanations of respondents

d) Recognition factor

2) Demographic Criteria

a) Size of district

(1) Average daily attendance

(2) Number of schools

b) Ethnic composition (more than 20 percent and less than 75 percent minority)

Initial screening (based on the criteria above) of the 132 survey instruments returned during Phase II of Project WIEDS resulted in the selection of five to nine prospective

LEAs in each of the six states.

In selecting districts, the following sequence of events occurred:

a) Compiled and prioritized the selected LEAs by state.

b) Completed draft of purpose statement of WIEDS (brief description of WIEDS' effort, role of LEA, persons to be interviewed, approximate number of interviewees, etc.

c) Completed draft of agreement document to be used with each LEA (specifies LEA role regarding WIEDS Project).

d) Completed draft of memorandum to superintendents for their use in disseminating information throughout district on project and adding support to WIEDS effort.

e) Completed draft of confirmation letter to superintendents following initial telephone call.

f) Completed draft of letter to community persons regarding participation in WIEDS Project.

g) Contacted the superintendent of the top-ranked LEA: (1) to explain WIEDS (purpose statement - Step b), (2) to determine whether his LEA desires to participate in Project WIEDS (commitment of superintendent was crucial in this step), (3) to introduce team members, and (4) to pursuade superintendent to begin thinking of contact person for project.

h) Forwarded confirmation letter (Step e), agreement document (Step c), and package of WIEDS information (purpose statement - Step b, and memorandum - step d) to superintendent and requested the name of the contact person to represent the LEA.

i) Conducted follow-up telephone call to: (1) confirm receipt of written information and materials, (2) schedule preliminary visit (on same day as principals' meeting), (3) secure name of contact person, and (4) request that he or contact person forward materials (that would provide historical perspective of district's desegregation effort) to project office, (5) request a list of Parent Advisory Council members, (6) request permission to attend principals' meeting (during visit) and be placed on agenda, and (7) request steps necessary to obtain permission from parents to interview students.

j) Studied historical material, and made tentative selection of schools and personnel on the basis of that study.

k) Drafted letter to parents on the basis of information obtained in Step 1.

l) Contacted liaison person to: (1) confirm scheduling of the preliminary visit, (2) make arrangements for motel and transportation, (3) schedule meeting with superintendent prior to principals' meeting and schedule meeting with liaison person and superintendent following principals' meeting.

m) Prepared WIEDS packets to distribute at Principals' meeting. Prepared presentation, if it was to be conducted by WIEDS staff person.

n) Mailed copy of the prepared packets to both superintendent and liaison person.

o) Contacted the superintendent to confirm the date of the first visitation, schedule of appointments, receipt of packet, WIEDS presentation. Let him know the intent of the first appointment with him (i.e., to discuss our tentative selection of schools and interviewees on the basis of our study of the history. Asked him to begin thinking about his own preferences and notions regarding interviewees, especially community people.

p) Made preliminary visitation. During that visit:

(1) Met with superintendent prior to the principals' meeting. Discussed the history of the district and our tentative judgment about potential schools and interviewees. Got his input regarding our preliminary selections and about selection of community persons. Discussed WIEDS presentation at the principals' meeting and the distribution of the packets.

(2) Met again with the superintendent and contact person together. Discussed final selection of schools and who would contact the community representatives. Scheduled the second visit.

(3) Requested from the liaison person a list of schools and of interviewees, with their addresses, telephone numbers, and titles. Discussed the selection procedures for selection of interviewees within schools (teachers and pupils). (Our idea here was to leave it to the discretion of the contact person and the principal of the targeted school to work out the selection of teachers and students according to criteria and guidelines from us.) Requested that the

contact person begin the selection and scheduling process, keeping locations and transportation times in mind. Requested a city map if one had not already been obtained.

q) Monitored the selection and scheduling process by the agreed upon method. Became familiar with names, titles, etc. of interviewees. Reviewed history. Located schools on the city map.

r) Drafted "scheduling" letter to the superintendent and the principals, to inform and confirmation of participation with appended purpose statement.

s) Mailed "scheduling" letter to the superintendent and the principals.

t) Mailed to all other interviewees (teachers, students, and community representatives) a letter confirming scheduled visit; requested they contact liaison person for any problems or conflicts.

u) Called the superintendent and the principals to confirm receipt of the scheduling letter and all final plans.

v) Called contact person. Requested that he/she call the other participants (community representatives, teachers, and students) to confirm all plans.

w) Confirmed and finalized all plans with the contact person, including driving route.

c. Instrumentation.

Instrumentation used in the on-site interviews consisted of the following documents:

1) Central Office Personnel Interview Schedule

2) Principal Interview Schedule

3) Teacher Interview Schedule

4) Student Interview Schedule

5) Community Person Interview Schedule

A description of the procedures and instruments is in Section "II.B. Instruments" above.

d. Data Collection.

The on-site interview method of data collection selected for use in Phase III is described in "II.D. Techniques Used for Collecting and Analyzing Data," below.

e. Dissemination.

Strategies related to the dissemination of information by Project WIEDS are contained in "IV.B.5 Discussion of Results in Regard to Each Research Question/Ojective."

2. Analysis of SD/IE Plans/Programs.

As part of fulfilling the requirements to complete Objective 12-3 contained in the WIEDS proposal, various procedures and activities were devised for the purpose of analyzing select SD/IE plans and programs.

The following sections contain specific information relative to SD analysis:

a. Activities.

b. Criteria for Evaluating Desegregated School/District SD/IE Plans and Programs.

c. Methodology for Conducting Evaluation.

a. Activities.

1) Established criteria for site selection (here listed more or less in order of priority).

a) Willingness to participate in effort

b) Have SD/IE plan or program (including documents which can be examined).

c) Desegregation status (staff and student).

d) Student ethnicity (Hispanic, Black, Anglo, American Indian).

e) Number of years involved with desegregation.

f) Have SD/IE person in leadership role.

g) Feasibility of telephone interview vs. site visit.

h) Recommendations of TEA, GACs in region, SEDL Board of Directors, and SEDL Advisory Committee members, etc.

i) Proximity to Austin.

j) Student population (and urban, rural, suburban).

2) Identified and located potential sites.

3) Developed, in cooperation with NIE, criteria, a model, and method for analyzing programs (see Figure 2, next page).

4) Resource persons at potential sites were contacted to make arrangements for receipt of staff development materials.

b. Criteria for Evaluating Desegregated School/District SD/IE Plans and Programs.

The criteria for evaluating SD/IE plans or programs of desegregated schools/districts items were categorized into five components: (1) Planning, (2) Preparation, (3) Implementation, (4) Application, and (5) Evaluation and Follow-up. A synthesis of the SD/IE literature available and WIEDS staff experience formed the basis of preparing the criteria listed as follows:

1) Planning of SD/IE.

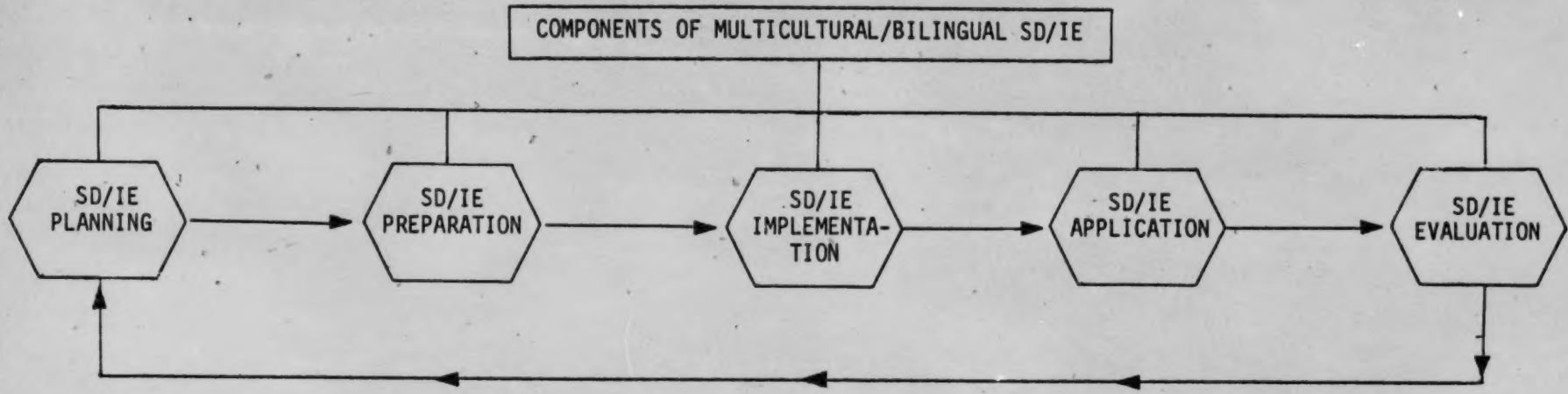
a) Rationale of SD/IE.

(1) Based on constructive goals of school districts; goals may need to be re-examined.

(2) Based on feelings or perceptions that change is needed and can be attained.

(3) Proactive and purposive, with attitude that desegregation is not only the "law of the land," but that it provides educational opportunities which can be capitalized upon by taking advantage of human resources and by developing an effective program.

MODEL FOR EVALUATING STAFF DEVELOPMENT/INSERVICE EDUCATION (SD/IE) PLANS OR PROGRAMS IN DESEGREGATED SCHOOLS AND DISTRICTS



PROCESSES

SD/IE PLANNING	SD/IE PREPARATION	SD/IE IMPLEMENTATION	SD/IE APPLICATION	SD/IE EVALUATION
Needs Assessment Decision/Approval Target Audience Identify Planning Team Define Goals Select Content Specify Objectives Design Strategies Develop Timelines List Behavior Outcomes List Attitude Outcomes Design Overall Evaluation Specify Communication/Publicity Efforts	Participant Ientification/Selection/ Notification Participant Pre-Assessments (Knowledge, Skills, Attitudes) Description/Accounts of Kinds of Participation Leader/Consultant Selection Specify Activities Methods/Materials/ Equipment Selection Time Arrangements Site Location and Arrangements Design Specific Evaluations Incentive	Levels of Participation Grouping Strategy Usage Activities SD/IE Environment Alternatives Provided Follow-up Specifications Evaluation of Experiences (Knowledge, Skills, Attitudes)	Participant Behavior/ Interaction based on new Knowledge, Skills, and Attitudes In Classroom In School In Community In District (Planning material usage, use of human resources, teaching/learning approaches, teacher/pupil relationships, etc.)	Post Assessments (Knowledge, Skills, Attitudes) Feedback from Application Impact on Students, Teachers, Staff, Administrators, District, Parents, and Community) Synthesize Pre-Post and Impact Findings State Conclusions, Recommendations, Implications Disseminate Reports of Efforts (SD/IE) Apply Findings to Future SD/IE Plans and Activities

Figure 2

b) Needs Assessment.

(1) Comprehensive, to include all aspects of bilingual/multicultural education.

(2) Total staff surveyed or sampled by valid method.

(3) Leadership provided to promote awareness of general or possible needs in desegregation-related SD/IE.

(4) Synthesis.

(5) Prioritizing of needs identified.

(6) Recommendations.

(7) Decisions.

(8) Budget, cost effectiveness.

c) Identify Planning Team.

(1) Members.

(2) Purpose.

(3) Plan of Action (reflects multicultural/bilingual awareness, stage of desegregation, understanding, sensitivity, respect, and input).

(a) Define Goals (long and short range).

(b) Select Content.

(c) Specify Objectives.

(d) Design Strategies.

(e) Develop Timelines.

(f) Behavioral/Attitudinal Outcomes.

(g) Evaluation (overall).

(h) Publicity/Communication Efforts.

(i) Incentives.

(j) Target Audience/Approach Related to Objectives (building level, grade level, subject-matter grouping, cadre, district level, retreat).

(k) Materials.

2) Preparation.

a) Participant Identification.

b) Site Location.

c) Arrangements.

d) Leaders/Consultants.

e) Methods.

f) Materials/Resources.

(1) Expendable.

(2) Non-expendable.

(3) School/district supplied.

(4) Participant made/supplied.

g) Activities.

(1) Objective-related.

(2) Consistent in content, theory, practice.

(3) Varied.

(4) Practical.

(5) Sequenced.

(6) Multicultural/bilingual-focused.

(7) Non-sexist/non-racial.

h) Equipment.

i) Participant Pre-assessments (skills, attitudes, knowledge).

(1) Formal or informal.

(2) Obtrusive/unobtrusive measures.

j) Evaluation (specify to each activity).

3) Execution of SD/IE.

a) Grouping (size related to objective, function, and approach).

(1) Individuals.

(2) Small group.

(3) Total group.

b) Participation/Interaction.

(1) Levels.

(2) Kinds.

c) Environment (facilities).

(1) Lighting.

(2) Flexibility.

(3) Comfort.

(4) Conducive.

d) Strategies.

(1) Kinds.

(2) How used.

(3) Results.

e) Activities.

(1) Appropriate to objectives.

(2) Level of approach.

(a) Teacher centered.

(b) Student centered.

(c) Classroom organization centered.

(d) Grade level centered.

(e) Building centered.

(f) System/District centered.

f) Alternatives.

(1) Variety.

(2) When activated.

(3) Who involved.

g) Evaluation (SD/IE experiences, perceptions, effectiveness, recommendations).

h) Follow-up.

i) Application (behavior, interaction attitudes, and values).

(1) Knowledge.

(2) Skills.

(3) Levels.

(a) Classroom.

(b) School.

(c) Community.

(d) District.

(4) Examples.

(a) Planning.

(b) Materials use.

(c) Etc.

4) Evaluation of SD/IE.

a) Post Assessment.

(1) Areas.

(a) Knowledge.

(b) Skills.

(c) Attitudes.

(2) Time lapse.

(3) More than one?

(4) Compare with pre-assessment.

b) Impact Assessment (Levels).

(1) On levels.

(a) Student.

(b) Teacher.

(c) Staff.

(d) Administrator.

(e) Parents.

(f) Community.

(g) District.

(2) On administrative function.

(a) Governance.

(b) Finance.

(c) Authority.

(3) Comprehensive.

Interpersonal Human Relations.

c) Synthesize.

(1) Pre/Post findings.

(2) Impact findings.

d) State Outcomes.

(1) Conclusions.

(2) Recommendations.

(3) Implications.

(a) What to do if decline from pre-assessment.

(b) How much increase is sufficient.

e) Disseminate Results.

(1) Modes/form.

(2) Audience.

f) Apply Findings to Future SD/IE Plans, Efforts, etc.

c. Outline of Methodology for Conducting Evaluation of SD/IE Plans or Programs in Desegregated Schools/Districts.

WIEDS staff took into consideration the following guidelines when conducting the SD/IE evaluations.

1) Data Sources.

   a) SD/IE plans (documents, etc.)

   b) SD/IE program descriptions.

   c) Interviews with site person(s).

2) Data Gathering Procedures.

   a) Reviewed written SD/IE plans.

   b) Reviewed SD/IE program descriptions.

   c) Conducted follow-up discussions with designated person(s) re: plans and/or program descriptions.

   d) Conducted telephone interviews with designated person(s).

   e) Conducted face-to-face (personal) interview with designated person(s).

3) Data Gathering Instrument.

   Used SD/IE evaluation instrument.

4) Data Analysis Procedures.

   a) Demographic data as indicated through the use of percentages and frequency totals was one of the procedures used to describe characteristics of participants, their schools and/or districts.

   b) SD/IE plan or program data was analyzed at three levels:

      (1) Component Level - plans or programs were analyzed to determine to what extent they contained each of the five (5) major components of the SD/IE Evaluation Model.

      (2) Processes Level - plans or programs were analyzed to determine if they included and/or utilized each of the key processes under each major component of the SD/IE Evaluation Model.

(3) Elements Level - plans or programs were analyzed to determine to what extent they included each important element for the SD/IE processes.

c) Each plan or program has a summary evaluation as well as an evaluation of each aspect of the three levels. For example, if the plan or program did not have a process level, or if the process was evaluated as less than ideal, specific recommendations were offered. After an analysis of the extent to which each part of the plan or program measured up to the model, all of the evaluation information was synthesized into a set of generalizations, recommendations, other implications, and conclusions. Further plans include the dissemination of the synthesized findings to LEAs, other agencies, and individuals who are considering enhancing and upgrading the effectiveness of SD/IE plans and programs.

D. Techniques Used for Gathering and Analyzing Data

1. Data Collection.

The on-site interview was used in Phase III of Project WIEDS because this method of data collection generally (1) obtains indepth information, (2) lets the investigator explain questions, (3) permits flexibility in the process of questioning, (4) allows more control over the context within which questions are asked and answers given, and (5) may allow the interviewer to monitor validity of information on the basis of non-verbal clues by interviewees.

The interviews were conducted according to the following guidelines:

a. Length - interviews ranged from 30 minutes to one hour.

b. Method of Recording - Interviews were audiotaped to provide an exact record of the interview and to provide for maximum information within the allotted time.

c. Option - For those interviewees who chose not to be audiotaped, the project staff took notes on the interview schedule.

d. Information Collected - In addition to the interview content, demographic data was collected for each interviewee (race, age, sex, years in position, involvement in desegregation, etc.).

The data collection activities occurred during the period from mid-February to mid-May, 1979.

2. Data Analysis.

Analysis of data collected in the interviews required the reduction of a large volume of information to manageable and meaningful categories. Consistent with document and survey data analyses, the following taxonomic classification system was used to reduce and classify the narrative data pertaining to strategies and needs/problem areas:

a. Central Office Level (District-wide).

1) Administrative/Governance -district-wide strategies used for management and implementation of desegregation plans.

a) Organizational: to establish ethnic/racial ratios of staff and student body.

b) Communications/Public Relations: to obtain and disseminate information; to influence or involve others; to communicate.

c) Crisis Prevention/Resolution: to prevent or resolve crises.

d) Programmatic: funds, personnel, equipment, supplies, facilities, curricula.

2) Staff Development - training provided to personnel in the district.

3) Teaching/Learning - none at Central Office Level.

b. Principal Level (School).

1) Administrative/Governance - school-wide strategies to manage and implement desegregation.

a) Organizational: similar to Central Office.

b) Communications/Public Relations: similar to Central Office.

c) Crisis Prevention/Resolution: similar to Central Office.

d) Programmatic: similar to Central Office.

2) Staff Development - training provided to building personnel.

3) Teaching/Learning - none at Principal Level.

c. Teacher Level (Classroom).

1) Administrative/Governance - strategies used within classroom for desegregation.

a) Organizational:

b) Communications/Public Relations: relations with parents.

c) Crisis Prevention/Resolution: classroom environment.

d) Programmatic: equipment, supplies, and funds.

2) Staff Development - any training (formal or informal) provided by teachers to support personnel.

3) Teaching/Learning - any instructional strategy used by the classroom teacher.

a) Cognitive: skills focus on intellectual gain, achievement, or cognitive growth (thinking process).

b) Affective: skills focus on social learning, emotional growth, or affective change (feeling process).

E. Assumptions.

The WIEDS Project operates on certain assumptions about appropriate educational and socializing processes to take place in public schools. Because these assumptions influence WIEDS' efforts to reach its major goal, achieve its objectives, and find answers to its research questions, i.e., to improve education in desegregated schools, they are set forth below.

1. Each person has inherent value and worth simply because s/he is a human being. This includes children.
2. Each person has as much value and worth as any other person. This includes children.
3. All children have a constitutional right to equal educational opportunity.
4. A goal of public education is to prepare students for a full life, to help them develop their abilities and skills to interact positively and effectively with other people.
5. Because its multicultural/multiethnic population is one of the valuable resources of the United States and because many individuals' feelings of worth are predicated in some degree upon their cultural background, multicultural education is vital in the preparation of a child, of any race or ethnicity, for a full and productive life in our society.
6. Quality/effective education includes affective, cognitive, and psychomotor development of each child.
7. The affective and cognitive domains are not incompatible, one does not preclude the other; rather, for effective learning, they complement each other.
8. Every individual is unique and because of a different combination of

a myriad of factors (socio-economic status, sex, sibling order, and experiences are only a few of the more obvious ones) influence his/her response to stimuli, his/her learning style is unique.

9. Individuals of different ethnic groups are more alike than they are different.
10. There may be more differences between any two individuals of the same ethnic group than between any two of different groups.
11. Each individual has a culture, comprised of a type of language, set of values, diet, social customs, and dress. Depending upon various factors, an individual or family may be more influenced by a culture or cultures not traditionally his/her own, and may be assimilated in some point of acculturation in another culture.
12. Nevertheless, it is reasonable to expect that some individuals, particularly of minority racial/ethnic groups, are influenced significantly by their traditional ethnic groups.
13. Cultural literacy/awareness may prevent problems or give clues or possible solutions to communication problems or aggressive or withdrawal behavior. Cultural literacy/awareness does not attempt to put people in a "box" or an inflexible category; it does the opposite.
14. Generally, the more one knows about and respects another's culture, particularly his/her values and social customs, the more effectively they can communicate.
15. To communicate effectively with a student as an individual, a teacher (or any educator) should know what makes that student a unique individual, particularly what factors may influence his/her learning and other behavior.
16. To be more effective in a multicultural classroom/setting, a teacher (educator) should be culturally literate.

17. Many central administrators, principals, teachers, parents and community members are not culturally literate, nor are they sufficiently culturally aware to look upon cultures different from theirs as anything but cultural deficiencies.

18. A positive self-concept (image or esteem) is necessary for an individual to function effectively and is therefore crucial to a child's learning and overall growth and development.

19. The parent/teacher/school's realistic expectations of a student and appreciating his/her culture help promote the student's self-concept.

20. It is less productive to blame culturally unaware administrators/teachers/parents/community members for their unfamiliarity with other cultures outside their own, perhaps putting them in a defensive posture, than it is to use a non-threatening approach which emphasizes "pay-offs" to the teacher (educator), student, and others.

21. There are a number of sound strategies and skills which can promote good education in schools. Most of these and some more specialized strategies and skills can help improve education in desegregated schools.

22. It is possible for teachers (educators) to develop certain skills and employ certain strategies both comfortably and with confidence in the classroom (whatever setting) through effective SD/IE.

F. Limitations.

1. SD/IE.

The collection and analysis of SD/IE plans/programs have provided valuable information for the completion of the WIEDS Project objectives. As with all studies, however, there are limitations of what may be expected of WIEDS' data. Following are limitations of the SD/IE data.

a. Although sites were selected to provide a wide assortment of demographic factors, they are not to be considered in any statistical sense as representative of LEAs in the SEDL region. As indicated in the site selection criteria, budgetary considerations dictated that many sites would be near Austin, Texas. This is not to say that those plans/programs are atypical of those used in the region. Literature and other information provided by the region's SEAs and by other WIEDS data indicate that the strengths (participant input, for example) and weaknesses (evaluation and desegregation-related content, see below for examples) of the twelve plans/programs may well be reflective of the general quality of SD/IE in the region and the nation.

b. Most of the plans/programs lack desegregation-related content (i.e., multicultural education, human relations/ethnic awareness, bilingual education). One SEA director of technical assistance for desegregated schools, when asked about school districts with "model SD/IE programs" for desegregation in his state, said that his experience over the past three years had been that with many schools "'desegregation' is as dirty a word now as in the 1960's," and that the schools who want SD/IE to implement desegregation need technical assistance

with it but that his staff is kept busy just drawing up desegretion plans and monitoring compliance of physical desegregation. Further, he said, "there are no models or criteria" for such SD/IE, that they were not even being put in the desegregation plans.

c. Several LEAs indicated in initial phone calls that they would send copies of their SD/IE plans/programs. These were not forthcoming despite subsequent calls and letters to them. It is not known whether these might have provided additional useful data.

2. Interviews.

a. The extent and quality of cooperation at interview sites varied from inadequate to exceptionally effective. The liaison person in one district gave little or no heed to WIEDS staff's suggestions about scheduling and was apparently unresponsive to interviewees' efforts to reschedule appointments. The result was fewer interviews than desired, and several others were cut short because no, or inadequate, passing time was scheduled between interviews. On the other hand, Lubbock ISD hired a knowledgeable, experienced, and helpful consultant (retired from LISD) to schedule the interviews and to be available to WIEDS' staff during the week of interviews. Other districts offered varying degrees of cooperation that ranged somewhere between these two instances.

b. All but one of the six superintendents indicated that they (1) appreciated the significance of the WIEDS Project, (2) considered it an honor for their district to be selected, and (3) voiced their belief that good publicity would accrue to their district from it. The other superintendent seemed to regard the Project with some suspicion, and while agreeing for his district to participate, provided only a modicum of his time and a seemingly unenthusiastic and uncommitted liaison

person. Two superintendents, in Little Rock and in Santa Fe, had had experience in Title IV desegregation assistance centers and were probably the most sensitive and knowledgeable about multicultural issues and seemed particularly suited and committed to implementing desegregation.

c. In the selection of interviewees, the liaison person and other district personnel given selection responsibilities were near singular in adhering to the matrices of race, sex, and categories. There is no way of knowing the extent to which diversity of viewpoints is represented in the selections. Evidently, no district used any type of random sampling method. One liaison person said that he had taken care to get "interesting people" to be interviewed. A few of the teachers and parents expressed surprise that an administrator had selected them to be interviewed. These interviewees professed to be outspoken and sometimes critical of the administration's desegregation policies and/or methods. This was sometimes indicated in the interviews.

Almost without exception, it seems, the students selected were (1) among the most "involved" in school activities, (2) "leaders" in school sports, government, and/or social life, and (3) "articulate." Only a few were, in any way, critical of administrative policies or practices. None could be characterized as disaffected or as being in any socio-economic strata lower than middle class and thus appeared to be upwardly mobile within the system.

The interviewees were thus not diversified according to socio-economic class but were heterogeneous in race, sex, and age. A few minority and majority students, as did some adults, nevertheless expressed feelings that minority students were sometimes discriminated against in punishment and in the degree of encouragement in academic and extracurricular activities.

G. Materials Reviewed.

Using criteria established for the purpose of evaluating SD plans and programs, WIEDS staff reviewed each program individually and used the elements within our designed model as a checklist. The major components are: Planning, Preparation, Implementation, Application, and Evaluation. The SD/IE materials reviewed ranged from extensive, sophisticated, well-organized components that fed into a computerized system to small brochures and handouts covering minimal and sometimes vague goals, objectives, and activities.

In the reviewing process of materials sent, WIEDS staff noted that the majority of urban areas included more "materials"-i.e., needs assessment forms, evaluation forms, booklets describing/listing topics for SD/IE, and other supplementary items...the rationale being that a more extensive plan is needed to accommodate a diversified target audience and to meet the requirements of a larger and complex school system. This does not, however, necessarily indicate effectiveness in meeting the needs of the participants. Some smaller districts had comparable plans to suit their needs. Some smaller rural districts in Texas formed "clusters" and received SD/IE assistance from an Education Service Center for their region (Texas). The analyses of these materials and programs by WIEDS staff have provided insight and educational opportunities to assist in the meeting of project efforts to produce models and guidelines for inservice training.

III. FINDINGS AND OUTCOMES WITH THEIR RELATIONSHIP TO RESEARCH QUESTIONS

A. Interviewee and District Demographic Preconditions.

The 193 WIEDS interviewees in the six LEAs were categorized as indicated in the table below.

INTERVIEWEES BY LEA AND CATEGORY

	CO	Pr	Tch	Stu	P/C	TOTAL
LEA 1	5	3	9	9	9	35
2	2	3	10	9	10	34
3	2	3	9	9	8	31
4	2	3	9	9	9	32
5	4	2	9	9	10	34
6	2	3	8	7	7	27
TOTALS	17	17	54	52	53	193

CO = Central Office
Pr = Principal
Tch = Teacher
Stu = Student
P/C = Parent/Community

WIEDS staff selected LEA sites to include as many of the racial combinations in the SEDL region as possible. Three sites are primarily Black-Anglo desegregated districts; one is essentially Hispanic-Anglo; and two are tri-racial, one Anglo-Black-Hispanic, and one Anglo-Black-Native American. The racial composition of students, faculty, and staff are shown in the table immediately following.

STUDENTS, FACULTY, SELECTED STAFF OF SIX INTERVIEW SITES, 1978-1979

LEA		Students							Teachers											
						Totals			A		B		H		NA		Totals			
		A	B	H	NA	A	M	T	M	F	M	F	M	F	M	F	M	F	A	M
1	N	17,763	3,983	8,871		17,763	12,854	30,617	1,412		136		107				1,655		1,412	243
	%	58%	13%	29%		58%	42%		85%		8%		7%						85%	15%
2	N	20,856	7,600	163	6	20,856	7,769	28,625	963		280						1,243		963	280
	%	73%	26%	1%	-	73%	27%		77%		23%								77%	23%
3	N	5,145	1,695	36	1,494	5,145	3,225	8,370	292		69				55		416		292	124
	%	61%	20%	-	18%	61%	39%		70%		17%				13%				70%	30%
4	N	10,776	12,416			10,776	12,416	23,192	840		385						1,225		840	385
	%	46%	54%			46%	54%		69%		31%								69%	31%
5	N	4,126	4,430		5	4,126	4,435	8,561	297		138						435		297	138
	%	48%	52%		-	48%	52%		68%		32%								68%	32%
6	N	3,703	55	7,967	217	3,703	8,239	11,942	88	232	3	2	104	144	1	2	196	380	320	256
	%	31%	0.5%	67%	1.5%	31%	69%		15%	41%	-	-	18%	21%	-	-	34%	66%	56%	44%
Totals	N	62,369	30,179	17,037	1,722	62,369	48,938	111,307	4,124		1,013		355		58		5,550		4,124	1,426
	%	56%	27%	15%	2%	56%	44%		74%		19%		6%		1%				74%	26%

STUDENTS, FACULTY, SELECTED STAFF
OF SIX INTERVIEW SITES, 1978-1979
(Cont'd)

LEA		Principals												CO									
		A		B		H		NA		Totals				A		B		H		NA			
		M	F	M	F	M	F	M	F	M	F	A	M	T	M	F	M	F	M	F	M	F	A	M	T
1	N	24	5	5	1	2				31	6	29	8	37	5						5		5		5
	%									84%	16%	78%	22%												
2	N	27	1	7	2					34	3	28	9	37	2						2		2		2
	%									92%	8%	76%	24%												
3	N	10		5				4	1	19	1	10	10	20	3				1		4		3	1	4
	%									95%	5%	50%	50%												
4	N	20	9	5	4					25	13	29	9	38	3	2		2			5	2	5	2	7
	%									66%	34%	76%	24%												
5	N	8	5	3	1					11	6	13	4	17	3						3		3		3
	%									65%	35%	76%	24%												
6	N	7	2			18	4			25	6	9	22	31	4			2			6		4	2	6
	%									81%	19%	29%	71%												
Totals	N	96	22	25	8	20	4	4	1	145	35	118	62	180	20	2		2	2		1		25	2	22	5	27
	%	54%	12%	14%	4%	11%	2%	2%	1%	81%	19%	66%	34%		75%	7%		7%	7%		4%		93%	7%	81%	19%	

In its efforts to make its interviewee list as representative for race and sex as possible, WIEDS staff drew up a matrix for each district, requesting that the liaison person in each district make selections accordingly. In the selection of interviewees, the liaison person and other district personnel given selection responsibilities were near singular in adhering to the matrices of race, sex, and categories. There is no way of knowing the extent to which diversity of viewpoints is represented in the selections. Evidently, no district used any type of random sampling method. One liaison person said that he had taken care to get "interesting people" to be interviewed. A few of the teachers and parents expressed surprise that an administrator had selected them to be interviewed. These interviewees professed to be outspoken and sometimes critical of their administrations' desegregation policies and/or methods. This was sometimes indicated in the interviews.

Almost without exception, it seems, the students selected were (1) among the most "involved" in school activities, (2) "leaders" in school sports, government, and/or social life, and (3) "articulate." Only a few were, in any way, critical of administrative policies or practices. None could be characterized as disaffected or as being in any socio-economic strata lower than middle class and thus appeared to be upwardly mobile within the system.

A few minority and majority students, as did some adults, nevertheless expressed feelings that minority students were sometimes discriminated against in punishment and in the degree of encouragement in academic and extracurricular activities. The interviewees were thus not diversified according to socio-economic class but here heterogeneous in race, sex, and age.

In the tables following, each of the five categories of interviewees is divided according to certain demographic factors for further analysis.

Requests to the LEA were for at least two CO interviewees, and that they be of different sexes and races, if possible. There were relatively fewer minority and women CO administrators from which to select, although WIEDS staff suggested that for its purposes, "central office" would include curriculum specialists, program directors, and others who had responsibilities in more than one school. Two of the four minority CO administrators were women. No Native American central administrators were interviewed. Of the CO interviewees, the minority administrators were proportionally more often personally involved in the desegregation of their schools. Slightly more than half (7 of 13) of the Anglos had indepth involvement, 75% (3 of 4) of the minorities did. No minority administrators had limited involvement, while four Anglos did.

As shown in the table of principals interviewed, in this position also, the minorities were proportionally more involved in the desegregation of their schools. And, as with the CO, the minority principals interviewed are equally divided, men and women. The Anglo disproportion is not sc pronounced with principals (6 to 3) as with CO (11 to 2).

Of teachers interviewed, there are more minorities and women, as shown on the accompanying table. The pattern of proportionally heavier personal involvement of minorities changes slightly here. Black and Anglo teachers are involved at about the same ratio, but Hispanic and Native Americans less involved. As groups, the minority teachers are younger than the Anglo, indicating perhaps that as the LEAs desegregated and hired more minority teachers, they hired younger ones, and that probably fewer new Anglo teachers have been hired recently.

DEMOGRAPHIC CHARACTERISTICS OF CO ADMINISTRATORS

RACE	Years in Current Position					Age				Sex		Training Related to Desegregation				Personal Involvement in Desegregation		
	-1	1-2	3-5	6-10	+ 10	20-29	30-39	40-49	Over 50	M	F	Work-shops	Semi-nar	On Job Exper-ience	None	Limi-ted	Gen-eral	In-depth
Anglo (N = 13)	2	1	3	3	4		2	6	5	11	2	4	1	2	6	4	2	7
Black (N = 3)			1	1	1			2	1	1	2	1	1	1			1	2
Hispanic (N = 1)				1				1		1		1						1
Native American (N = 0)																		
TOTALS (N = 17)	2	1	4	5	5		2	9	6	13	4	6	2	3	6	4	3	10

DEMOGRAPHIC CHARACTERISTICS OF PRINCIPALS

RACE	Level			Years in Current Position					Age				Sex		Training Related to Desegregation				Personal Involvement in Desegregation		
	El	JH	HS	-1	1-2	3-5	6-10	+ 10	20-29	30-39	40-49	Over 50	M	F	Work-Shops	Semi-nar	Coll. Rel.	None	Limi-ted	Gen-eral	In-depth
Anglo (N = 9)	3	3	3	1	2	1	2	3			5	4	6	3	1		4	4	2	1	6
Black (N = 6)	2	2	2	1	1		3	1			3	3	4	2	2	1		3		1	5
Hispanic (N = 1)		1				1					1			1	1						1
Lebanese (N = 1)		1					1					1		1				1		1	
TOTALS (N = 17)	5	7	5	2	3	2	6	4			9	8	10	7	4	1	4	8	2	3	12

DEMOGRAPHIC CHARACTERISTICS OF TEACHERS

RACE	Level			Age				Sex		Training Related to Desegregation				Personal Involvement in Schools' Deseg.		
	El	JH	HS	20-29	30-39	40-49	Over 50	M	F	Work-shops	Semi-nar	Coll. Rel.	None	Limi-ted	Gen-eral	In-depth
Anglo (N = 21)	7	5	9	2	8	3	5	8	13	4		1	11	2	6	8
Black (N = 23)	10	7	6	4	9	5	1	8	15	7	1	1	9	2	8	9
Hispanic (N = 6)	2	2	2	2	2	2		4	2	2			2	2	2	1
Native American (N = 4)	2	1	1	2	1	1		2	2			1		1	1	
TOTALS (N = 54)	21	15	18	10	20	11	6	22	32	13	1	3	22	7	17	18

DEMOGRAPHIC CHARACTERISTICS OF STUDENTS

RACE	Level		Sex		Personal Involvement in Desegregation		
	JH-MS	HS	M	F	Limi-ted	Gen-eral	In-depth
Anglo (N = 24)	5	19	12	12	7	14	3
Black (N = 17)	2	15	9	8	6	9	2
Hispanic (N = 7)	3	4	4	3	5	2	
Native American (N = 4)	2	2	1	3		4	
TOTALS (N = 52)	12	40	26	26	18	29	5

As the data on the students is displayed on that table, the race and sex balance of the student interviewees is roughly proportional to the total enrollments of the six LEAs. As seems to be the case in most desegregated schools, faculty and especially administrative staffs are seldom racially balanced in proportion to their respective student bodies but generally have significantly higher proportions of Anglos.

DEMOGRAPHIC CHARACTERISTICS OF
PARENT/COMMUNITY PERSONS

RACE	Personal Involvement in Desegregation			Age				Sex		TOTALS
	Limi-ted	Gen-eral	In-depth	20-29	30-39	40-49	Over 50	M	F	
Anglo	3	4	10	1	8	8	4	11	12	23
Black	1	5	12		4	4	9	9	11	20
Hispanic		3	2		1	3	1	2	3	5
Native American	1	1	3	1		2	2	4	1	5
TOTALS	5	13	25	1	13	17	16	26	27	53

Among the parents interviewed, more than half reported indepth involvement in desegregation of their schools. Again, the Black, Hispanic, and Native American were more involved than Anglos, although white parents were more involved that white educators. Minority parents interviewed, especially Hispanic and Indian, were older than Anglo parent interviewees. Almost equal numbers of mothers and fathers were interviewed, with only one more mother than father. This was about the ratio for each racial group involved, except for Native Americans, whose father interviewees outnumbered the mother four to one.

SOURCES OF PRESSURE TO DESEGREGATE
AS PERCEIVED BY CO ADMINISTRATORS

AGENCY	LEA 1	2	3	4	5	6	TOTALS
Federal Court	3	2		1	4		10
U.S. Office for Civil Rights						2	2
U.S. Justice Dept.	3	1					4
Other Federal Agency							0
State Court							0
Other State Agency							0
This District			2				2
TOTALS	6	3	2	1	4	2	18

As can be seen on the table for "Sources of Pressure for Desegregation," central office administrators perceived the greatest amount of pressure as coming from Federal courts. Five of the six were in fact desegregated under Federal court order, and in each, the court maintained jurisdiction. In one of the six, the initiative was taken by the superintendent, and a significant measure of desegregation was accomplished, apparently with the community divided. The proactive superintendent did not remain long with that district, and circumstances of his departure are reportedly themselves the subject of litigation.

OVERALL ATMOSPHERE WHEN
DESEGREGATION FIRST BEGAN

	CO	Pr	P/C	TOTALS
Calm	3	5	15	23
Mild Disruption	5	2	11	18
Anticipated Crisis	1	4	3	8
Crisis	3	4	10	17
TOTALS	12	15	39	66

In only one district was there general agreement that there was a crisis when desegregation was initiated, i.e., violence to the extent that schools were temporarily closed. In another district there were mixed opinions about whether there was a crisis; some thought schools should have been closed. In two LEAs there was consensus that the general atmosphere was calm. In three districts opinions varied, from calm to anticipated crisis, reflecting perhaps the variety of conditions in schools with which the respondents were most familiar, rather than in the whole district.

All of the districts used busing for desegregation. It was reported in some districts that this caused some citizens to be upset initially, but that this was one of the problems that had been solved, that there was no longer significant concern about the transportation of students.

More about "problems solved" and community conditions when desegregation was initiated is included with the next section as findings are applied to research questions.

B. Results of Analysis, Findings, and Outcomes in Relationship to Research Questions.

The fifteen research questions have been introduced and listed in the Introduction (above). Following is a discussion of the relationship of WIEDS Project findings to each research question.

1. Research Question 1 - What are the strategies which have been identified by central office personnel, principals, students, teachers, and community persons as being successful in desegregated schools?

To facilitate its efforts to determine the strategies deemed most successful in the SEDL region, WIEDS staff members distilled numerous strategies under eight goal areas. Project findings of the most effective strategies as determined from an analysis of interview

data will be presented within the appropriate goal area below.

a. Goal Area I - Strategies to Desegregate Faculty and/or Staff and Students.

Of the two most common methods to desegregate staff and/or faculty, most respondents had experience with teacher and/or staff reassignment (N = 25) than with hiring more minority teachers and/or staff members (N = 5), but the latter was rated slightly higher (5.00 to 4.84). This is shown in the table, "Desegregation of Staff/Faculty," below.

DESEGREGATION OF STAFF/FACULTY

STRATEGY	RACE	CO		Pr		P/C		TOTAL	
		N	Mean Effect	N	Mean Effect	N	Mean Effect	N	Mean Effect
Teacher/Staff Reassignment	A	4	5.00	5	5.00	6	4.67	15	4.87
	M	2	5.00	5	4.60	3	5.00	10	4.80
	Total	6	5.00	10	4.80	9	4.77	25	4.84
Increasing Minority Staff/Faculty	A	0		1	5.00	3	5.00	4	5.00
	M	0		1	5.00	0		1	5.00
	Total	0		2	5.00	3	5.00	5	5.00

It is likely that these strategies affect morale and race relations. As shown in the table below, teacher/staff reassignment tends to relate negatively to the quality of race relations with all seven groups. That is, more the entire population, the quality of race relations was higher than in those districts using the method of increasing the number of minority teachers/staff had higher quality race relations than districts not using it, with the exceptions of the relations between administrators and teachers and between administrators and parents. Administrators and parents responding to these methods, however, rated "Increasing minority staff/faculty" more highly.

FACULTY/STAFF DESEGREGATION STRATEGIES' EFFECTS ON SCHOOL RACE RELATIONS

Different Races by Categories	Total Mean	Reassign Tchr/Staff			Increase No. Min. Tchrs/Staff		
		N	Mean	Rel	N	Mean	Rel
Stus-Stus	3.66	53	3.45	-	22	3.95	+
Stus-Tchrs	3.60	53	3.38	-	22	3.91	+
Tchrs-Tchrs	3.95	53	3.72	-	22	3.95	+
Tchrs-Pars	3.51	53	3.50	-	22	3.95	+
Adms-Stus	3.72	53	3.59	-	22	3.91	+
Adms-Tchrs	3.78	53	3.62	-	22	3.73	-
Adms-Pars	3.73	53	3.26	-	22	3.32	-

Based on responses of CO, Pr, T, S, P/C.
1 = Not well, 3 = Satisfactorily, 5 = Very well.
Not statistically significant at $< .05$.

With either strategy, the environment and circumstances for implementation are important. Whether involving "crossover" teachers and/or staff members or employees new to the district because of desegregation, thought and preparation are necessary. The preparation should usually include SD/IE for communications skills, ethnic awareness, and other human relations topics.

Other interview data relevant to desegregation are indicated in the two tables, "Desegregation Problems Remaining," and "Desegregation Problems Solved" (Appendices B and C) and are summarized here. Two interviewees (Black CO and Black parent) said that in their district problems occasioned by faculty/staff reassignment had been solved. Seven respondents, including a student, teachers, and parents (five Black and two Hispanic) said there was a need for more minority staff and faculty. In another district, two parents (Native American and Anglo) indicated that busing made it difficult for some students to participate in extracurricular activities. In that district and three others, however, eleven

other respondents (Anglo, Black, and Hispanic/across all five categories) said that all problems related to busing had been solved. One Hispanic parent reported continued isolation of Hispanic students in his/her district, and five other respondents (two teachers and three students/1 Anglo, 3 Black, and 1 Hispanic) said more needed to be done to achieve racial balancing in two LEAs. In these same districts, four interviewees said that minority students still had inferior facilities and equipment.

Physical desegregation was, however, one area in which interviewees indicated that more problems had been solved than remained. Among others reported as solved by some respondents (with demographic data in parentheses) are:

1) District was now racially unitary (one LEA/three Anglo, one Black/CO, Prin, and Parent).
2) "Mid-term changeover," whereby the district sought racial balancing by transporting some students (mostly Anglo) farther than their nearest school for only half a school year (one Anglo CO). Some parents/students solved the problem by exercising the option to remain in the receiving school. Major problems evidently included that of school records following the pupils, excessive confusion of two school "openings" in one year, and teachers, students, et al. having a short time to get to know each other. Several said that they did not recommend the mid-term changeover as a strategy for desegregation.
3) Open enrollment - One Black student felt that desegregation/integration had progressed to the point that this voluntary strategy could replace student assignment.

4) Zoning problems had been solved in his/her district, said one Anglo CO.

5) Better facilities/equipment/materials were available after desegregation, reported three minority respondents (one Black principal, one Black teacher, and one Hispanic parent).

6) Racial balancing had been achieved, said four interviewees (two Anglo, one Black, one Hispanic/teacher, students, parent).

b. Goal Area II - Strategies to promote community involvement and/or improve communication with the community.

Some of the community conditions relevant to school-community relations and likely to have influenced the desegregation process have been set forth in the Introduction to III. Findings and Outcomes. These include demographic data, sources of pressure to desegregate, and atmosphere when desegregation began. The next table shows findings when the question was asked: "What were the effects of the stances of public leaders on school atmosphere when desegregation began?"

EFFECTS OF STANCE OF PUBLIC LEADERS
ON SCHOOL ATMOSPHERE WHEN DESEGREGATION BEGAN

PUBLIC LEADER	POSITIVE	NEGATIVE	NO STAND	MIXED
Mayor	+		+	-
City Council	+	+		-
Police Chief	+		+	-
Business	+	+	+	-
Religious	+	-	-	-
Central Office	+	-	+	-
School Board	+*		-	-
Principals	+	+	-	-
Teachers	+	-	+	-
Civil Rights	-	+	+	+
Minority	-	+	+	=

As perceived by CO, Pr, T, and P/C interviewees.
* Only this one correlation may be considered significant at $< .05$.
+ = a positive correlation to calmer atmosphere
- = a negative correlation to calmer atmosphere

According to responses from most interviewees, that with two exceptions, a positive stand by the leader helped produce a calmer atmosphere when desegregation began. The exceptions are civil rights and minority leaders. A conjectured explanation for this is that perhaps some respondents felt that these two groups of leaders pushed too actively or vehemently for desegregation. Conversely, a negative stand by these and others, including the city council, business leaders, and principals, also tended to have a positive relationship with a calmer atmosphere. Although none of these correlations is statistically significant at $<.05$, the indications of such a tendency involving principals is especially puzzling. As shown on the table, the effects of a neutral or no stand had a positive relationship in the cases of all except religious leaders, school

board members, and principals.

With mixed public stands, as with a group or in cases of more than one mayor holding office while desegregation was debated, the relationship was negative, tending to a crisis atmosphere, again with the two exceptions of civil rights and minority leaders. Dissension among civil rights leaders might thus have a more calming effect on some in the community, and differences about desegregation among minority leaders have no effect.

Most of the interviewees assessing the media, indicated that it was positive about desegregation in their schools. This was the case in <u>efforts</u> (content and perspective) as well as <u>effects</u>, as displayed in the table below.

MEDIA PORTRAYAL OF DESEGREGATION

		Efforts				Effects			
	N =	CO 7	Pr 12	P/C 25	Totals 44	CO 3	Pr 4	P/C 4	Totals 14
Positive	N	5/	7/	14/	26/	3/	2/	4/	9/
	%	71.4	58.3	56	59	100	50	57.1	64
Mixed	N		3/	3/	6/		1/		1/
	%		25	13	14		25		7
Negative	N		2/	3/	5/		1/	2/	3/
	%		16.7	12	11		25	28.6	22
Neutral	N	2/			2/			1/	1/
	%	28.6			5			14.3	7
Don't know	N			1/	1/				
	%			4	2				
Biased	N			3/	3/				
	%			12	7				

More respondents were willing to venture an assessment of efforts than effects (44 and 9), but the percentage rating them positive is similar (59% and 56%). Of the three categories rating media (CO, Pr, and P/C), more CO administrators gave them positive ratings in both (71% and 100%) with no "mixed" or "negative," and 29% "neutral" in efforts. Principals rated it slightly lower. Parents, who presumably were supposed to be affected by media, rated them lowest. Even so, a majority of parents (56%) still considered media efforts positive. Another 12% rated them "mixed," another 12% "negative," and another 12% said media were biased. No administrators reported them as "biased," "mixed," or "negative." Even with this small sample, the implication is that media may have more negative effects than administrators suspect.

CO, principal, and parent/community interviewees were also asked to rate the effectiveness of their district/school's efforts to promote <u>community involvement and/or improve communication with the community</u>. The findings are tabulated as follows:

EFFECTIVENESS OF STRATEGIES TO PROMOTE PARENT/COMMUNITY INVOLVEMENT AND/OR IMPROVE COMMUNICATION WITH THE COMMUNITY

Scale: 3 = None; 4 = Somewhat; 5 = Most

STRATEGY	RACE	CO		Pr		P/C		TOTALS	
		N	Mean Effect	N	Mean Effect	N	Mean Effect	N	Mean Effect
Rumor/information center	A	4	5.00	5	4.80	7	4.71	16	4.81
	M	1	5.00	1	5.00	7	4.86	9	4.89
	Total	5	5.00	6	4.83	14	4.78	25	4.84
District/school/community liaison	A	6	5.00	6	4.67	5	4.80	17	4.82
	M	2	5.00	3	5.00	8	5.00	13	5.00
	Total	8	5.00	9	4.78	13	4.92	30	4.90
Media use	A	7	4.86	6	4.67	8	4.87	21	4.80
	M	1	5.00	5	5.00	11	4.45	17	4.64
	Total	8	4.87	4	4.82	19	4.62	38	4.76
Written information to parents	A	5	4.60	5	4.80	4	4.50	14	4.64
	M	1	5.00	3	5.00	4	5.00	8	5.00
	Total	6	4.67	88	4.87	8	4.75	22	4.77
Neighborhood coffees	A	3	4.67	2	4.00	0		5	4.40
	M	1	5.00	1	4.00	2	5.00	4	4.75
	Total	4	4.75	3	4.00	2	5.00	9	4.56
Public forums	A	4	5.00	3	5.00	3	4.67	10	4.90
	M	1	5.00	2	5.00	6	5.00	9	5.00
	Total	5	5.00	5	5.00	9	4.89	19	4.95
Speaking to church, social, or other groups	A	2	4.50	3	4.67	1	5.00	6	4.67
	M	1	5.00	1	5.00	3	5.00	5	5.00
	Total	3	4.67	4	4.75	4	5.00	11	4.82
Community liaison workers	A	5	5.00	3	5.00	2	5.00	10	5.00
	M	0		1	5.00	3	5.00	4	5.00
	Total	5	5.00	4	5.00	5	5.00	14	5.00
Human relations/other training for parents/ community	A	3	4.67	3	5.00	6	5.00	12	4.91
	M	1	5.00	2	4.50	5	5.00	8	4.87
	Total	4	4.75	5	4.80	11	5.00	20	4.89
Community centers in schools	A	1	5.00	3	5.00	1	5.00	5	5.00
	M	1	4.00	0		1	5.00	2	4.50
	Total	2	4.50	3	5.00	2	5.00	7	4.86
Parents as school employees	A	2	4.50	2	5.00	3	4.33	7	4.55
	M	2	5.00	2	5.00	6	4.67	10	4.80
	Total	4	4.75	4	5.00	9	4.56	17	4.70

EFFECTIVENESS OF STRATEGIES TO PROMOTE PARENT/COMMUNITY INVOLVEMENT AND/OR IMPROVE COMMUNICATION WITH THE COMMUNITY
(Cont'd)

Scale: 3 = None; 4 = Somewhat; 5 = Most

STRATEGY	RACE	CO		Pr		P/C		TOTALS	
		N	Mean Effect	N	Mean Effect	N	Mean Effect	N	Mean Effect
Parents as volunteer aides in schools	A	5	4.60	3	5.00	10	4.80	18	4.78
	M	3	5.00	3	5.00	6	5.00	12	5.00
	Totals	8	4.75	6	5.00	16	4.875	30	4.87
Parents/community workers as classroom resources	A	5	4.40	5	5.00	8	5.00	18	4.83
	M	2	5.00	2	5.00	7	4.86	11	4.91
	Totals	7	4.57	7	5.00	15	4.93	29	4.86
PTA	A	6	4.83	5	5.00	13	4.92	24	4.91
	M	2	5.00	3	5.00	9	4.67	14	4.79
	Totals	8	4.87	8	5.00	22	4.82	38	4.87

Aggregate effectiveness ratings for these strategies as a group are high, ranging from 5.00 to a low of 4.00 (principals/"Neighborhood coffees"). Overall, however, principals rated the strategies slightly higher (with an aggregate total of 18 ratings of 5.00) than CO and parent/community respondents and the ratings by minority interviewees were higher than Anglos'.

The community involvement/communication strategies are examined here with the following comparisons, in search of significant relationships: (1) administrator-parent/community ratings, (2) Anglo-minority ratings, and (3) whether any one administrative group is more closely attuned to the parent/community, either Anglo or minority. "Other" strategies, added by respondents, are included after those listed on the interview schedules. The first strategies dealt with are those with an aggregate rating of 4.89.

The highest aggregate effectiveness rating of any strategy in this area was (#8) community liaison workers (5.00) with all

responding groups giving it the highest possible rating. No minority COs responded, indicating that it was not used in their districts. Another liaison strategy rated highly was (#2) district/school-community liaison or advisory groups (4.90), which was rated 5.00 by all except Anglo principals (4.67) and parents (4.80). The second highest rating in this area was public forums (4.95), which was rated 5.00 by all except Anglo parent/community interviewees (4.67). Another highly rated strategy was (#9) human relations/other training for parents/ community (4.89), with only Anglo COs (4.67) and minority principals (4.50) rating it less than 5.00.

Looking at (#9) human relations/other training for parents/ community with four other strategies which involve parents directly in schools, (#11) parents as school employees, (#12) parents as volunteer aides in schools, (#13) parents/community members as classroom resources, and (#14) PTA reveals a pattern which may be significant. Anglo COs rate these comparatively low (4.67, 4.50, 4.40, and 4.83 respectively), and their highest rating for this group of four is for PTA, wherein parental involvement is least. Further, their lowest rating is for parents/ community members as classroom resources, perhaps indicating that Anglo COs are especially reluctant for non-parent community members to be in the classroom. Minority COs and Anglo principals, on the other hand, rate all four of these strategies the highest possible (5.00). Minority principals rate all as 5.00 except for (#9) human relations/other training...which they rate even lower than Anglo COs (4.50 to 4.67). Parents' ratings of these four are

mixed, but with minority parents ranking them the higher. Both rated (#9) human relations... as 5.00, and both rated (#12) parents as volunteers... and (#13) parents/community members as classroom resources highly, though with almost reverse ratings (4.80/5.00 and 5.00/4.86). All parents rated (#11) parents as school employees below the aggregate mean (Anglo parents, 4.33 and minority parents, 4.67), indicating perhaps either that (1) they perceived it as not comparatively so effective, and/or (2) that they would rather be volunteers than school employees.

The lowest rating given by Anglo parents to parent/community involvement/communication strategies was to (#11) school employees; it was second lowest for minority parents, who rated (#3) media use even lower (4.45). This rating is probably significant, because there seems to be general acceptance of an idea that communication with minority communities can be most readily established through television and especially radio. Minority parents, however, indicated a preference (5.00) for (#4) written information to parents... (includes newsletters, other). Others rated 5.00 by minority parents include (#2) district/school-community liaison or advisory groups, (#5) neighborhood coffees, (#6) public forums, (#7) school personnel speaking to church, social, or other groups, (#8) community liaison workers, (#9) human relations..., (#10) community centers in schools, and (#12) parents as volunteer aides in schools. Of the fourteen strategies in this area, minority parents rated nine of them as 5.00.

Anglo parents agreed with their minority counterparts on four of the above, ranking (#7), (#8), (#9), and (#10) as 5.00. There

was no wide divergence of views between the parent groups, both rated (#11) parents as school employees lowly, as discussed above. The greater discrepancies are on (#3) media use which Anglo parents rated as 4.87 and minorities 4.45, and on (#4) written information to parents with ratings by Anglos 4.50 and minorities 5.00. The rating of these two strategies along racial lines continued across all three categories, Anglos rating (#3) media use more highly (4.80) than minorities (4.64) and (#4) written information to parents lower (4.64) than minorities (5.00). The implications of this are clear; despite the stereotype, minority parents and administrators evidently perceive written information, especially that directly from the school, as more effective than media use.

It seems risky to generalize about any one group of administrators being more in tune with parent/community views according to findings in this study. An examination of the next table, a comparison of effectiveness ratings, indicates that perhaps Anglo administrators' responses were closer to those of Anglo parents and, conversely, those of minority administrators were closer to minority parents'. The table below, comparing Anglo/Minority administrators' ratings for closeness to parents' shows that, in the case of these responses, minority administrators ratings were more frequently within .14 of minority parents' ratings, than Anglo administrators' were of Anglo parents'. And there was no significant difference in administrators' ratings being in proximity to other race parents', even though minority principals' ratings were moreoften within .14 of Anglo parents' than outside

.14. These findings tend to support the desirability of having minority administrators in a school/district in proportion to that school/district's enrollment of minority children.

COMPARISON OF EFFECTIVENESS RATINGS
OF STRATEGIES TO PROMOTE PARENT/COMMUNITY INVOLVEMENT
AND/OR IMPROVE COMMUNICATION WITH THE COMMUNITY

Number of Instances When Administrators' Ratings Were < .14 of Parents' Ratings

Anglo Administrators to Anglo Parents

CO = 7+/6-
Pr = 7+/6-

Minority Administrators to Minority Parents

CO = 9+/4-
Pr = 8+/5-

Anglo Administrators to Minority Parents

CO = 5+/9-
Pr = 7+/7-

Minority Administrators to Anglo Parents

CO = 5+/7-
Pr = 5+/7-

There were 45 responses to the interviewers' invitation to contribute parent/community involvement/communication strategies used in the schools and not on the interview schedule. These are grouped under four sub-heads on the following table.

OTHER STRATEGIES TO PROMOTE COMMUNITY INVOLVEMENT

STRATEGY	RACE	CO	Pr	P/C	TOTAL
Social (parties, mixers, school programs, open house)	A	1	2		3
	M	1	2	3	6
	Total	2	4	3	9
Educational/Social (P/T conferences, American Education Week programs, "Open-door" policy by principals)	A	7	5	3	15
	M		1	7	8
	Total	7	6	10	23
Extracurricular (sports-working or attending, going on field trips, sponsoring Boy/Girl Scouts)	A	1		3	4
	M			1	1
	Total	1		4	5
Clubs (band, booster, speech)	A		3	3	6
	M	1		1	2
	Total	1	3	4	8
TOTALS		11	13	21	45

Almost half (21) of the 45 responses suggesting "other" parent/community involvement/communication strategies were from minority interviewees. This is not disproportionate in their favor when compared to the COs and principals, for there were more parents interviewed. Seventeen of the 45 responses were from minority interviewees, which was a disproportionately high number. Indications are that the parents selected by the LEA administrators were actively interested in parent/community involvement/communication efforts, which was probably why they were selected.

All of the respondents said that the activities they suggested had been "very effective" and thus would be rated as 5.00.

On the table of "Desegregation Problems Remaining" (Appendix B), fourteen responses, nine from Anglo and five from Black, said there was a need for more parent involvement. Five (one Anglo, three Black, and one Hispanic) said there was a need for more communication among administrators, teachers, students, and parents. The table of "Desegregation Problems Solved" (Appendix C) includes a report from an Anglo CO administrator that his/her district's "public relations effort" had been successful. And when asked what "Principals' Strategies to Implement Desegregation" were important, respondents indicated that they felt that it was as important for principals to have rapport with parents as with teachers and students (Appendix D).

Along with what happens in the schools, use of strategies to involve/communicate with parents/community probably affect community racial groups support of desegregation. The next table indicates responses to the question of whether specific racial groups' support of desegregation increased, stayed the same or diminished from the time desegregation was initiated to the time of the interviews.

With the exception of the Black respondents' views of Native American support, each group reported perceptions that each community's support for desegregation increased. With the exception of the Black community, each group of parent/community respondents perceived their racial community as being more

CURRENT SUPPORT OF DESEGREGATION

		CO					Pr					P/C					
Race-		A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	TOTAL
HISPANIC SUPPORT	N	3		1		4	2	1			3	4	3	4	2	13	20
More Supportive	N	2/		1/			1/	1/				2/	2/	3/	1/		13/
	%	66.7		100			50	100				50	66.7	75	50		65
Same	N	1/										1/		1/			3/
	%	33.3										25		25			15
Less Supportive	N														1/		1/
	%														50		5
Don't know	N						1/					1/	1/				3/
	%						50					25	33.3				15
BLACK SUPPORT	N	9	2			11	8	5			13	18	15	2	1	36	60
More Supportive	N	7/	1/				6/	3/				12/	8/	1/			38/
	%	77.8	50				75	60				66.7	53.3	50			63.3
Same	N	2/						1/				2/	5/				10/
	%	22.2						20				11.1	33.3				16.7
Less Supportive	N		1/					1/				1/	2/				5/
	%		50					20				5.6	13.3				8.3
Don't know	N						2/					3/		1/	1/		7/
	%						25					16.7		50	100		11.7
NATIVE AMERICAN SUPPORT	N	2	1	1		4	3	1			4	2	3	2	3	10	18
More Supportive	N	1/	1/	1/			1/					1/	1/	2/	2/		10/
	%	50	100	100			33.3					50	33.3	100	66.7		55.6
Same	N	1/															1/
	%	50															5.5
Less Supportive	N																
	%																
Don't know	N						2/	1/				1/	2/		1/		7/
	%						66.7	100				50	66.7		33.3		38.9
ANGLO SUPPORT	N	9	2	1		12	7	6			13	17	15	4	3	39	64
More Supportive	N	7/	2/	1/			6/	3/				16/	7/	1/	1/		44/
	%	77.8	100	100			85.7	50				94.1	46.7	25	33.3		68.8
Same	N	2/											3/				5/
	%	22.2											20.0				7.8
Less Supportive	N							2/				1/		1/	1/		5/
	%							33.3				5.9		25	33.3		7.8
Don't know	N						1/	1/					5/	2/	1/		10/
	%						14.3	16.7					33.3	50	33.3		15.6
TOTALS						31					33					98	162

supportive than perceived by all other respondents. The Hispanic and Native American parents saw their respective community's support about 10% more positive than did all others (75-65% for Hispanics, 67-56% for Indians). Black parents' reports, though still showing a majority being more supportive, were less optimistic than the aggregate (53-63%). The greatest discrepancy of views, and probably the most significant, was the perception of so few minority parents that the Anglo communities' support of desegregation had increased. A minority of minority respondents (47% of Black, 25% of Hispanic, and 33% of Native Americans) thought Anglo support had increased. Of the Anglo parents, however, 94% perceived white support as having increased. Thus, except for Black parents, each racial group of parents interviewed reported their own community's support for desegregation as having increased more than others reported it. A majority of each group, including Black parents, said they felt their community's support had increased.

c. Goal Area III - Strategies for the Prevention or Resolution of Crisis Situations Brought About by Desegregation.

Only one LEA indicated that there was a district-wide crisis situation during the process of desegregating. But several schools also experienced considerable conflict, causing them to close. Of the six crisis resolution strategies listed, "law enforcement involved" was used most (36.4%).

The central office administrators, principals, and parents' perceptions of their districts' use of strategies to prevent or resolve crisis situations brought about by desegregation are illustrated in the tables following.

CRISIS PREVENTION STRATEGIES

STRATEGIES	CATEGORIES CO	Pr	P/C	TOTALS
Administration Working with Students	3	3	1	7
Administration Working with Parents/Community	3	3	9	15
Administration Working with Administration/Faculty	2	5	4	11
Outside Desegregation Agencies	2		1	3
Staff Development/ Inservice	2		1	3
Religious/Lay Community	1		3	4
Changed Administration		1		1
Assure Minority Positions		1		1
TOTALS	13	13	19	45

CRISIS RESOLUTION STRATEGIES

STRATEGIES	CATEGORIES CO	Pr	P/C	TOTALS
Law Enforcement Involved		1	3	4
Publicity by News Media		1	1	2
School Board Working with Administration/Students/ Faculty/Parents			2	2
Legal Aid			1	1
NAACP Meetings			1	1
Voters League Meetings			1	1
TOTALS		2	9	11

Crisis prevention strategies incorporated the efforts of administrators from respective LEAs to serve as a liaison with parents/community, administration/faculty, and students. These three were by far the most popular (33.3%, 24.4%, 15.6%, respectively).

Four (8.9%) respondents viewed the religious/lay community as a pertinent link and positive influence in dealing and interacting in school affairs, thus their inclusion in the crisis prevention strategies. There is also evidence that SD/IE activities are used for crisis resolution/prevention. This is dealt with in Goal Area VII, SD/IE.

d. Goal Area IV - Strategies to Infuse Multicultural Perspectives.

Four of the six interview site LEAs reported that they had instituted a multicultural curriculum and two of these four said that they also had a bilingual curriculum. All of the CO administrators involved in these districts evaluated these as effective. And included on the table of "Desegregation Problems Solved" (Appendix C) is a report of successful "curricular changes" (by one Anglo parent).

The "Desegregation Problems Remaining" table (Appendix B), however, indicates several concerns related to multicultural and/or bilingual perspectives. Four respondents (one Hispanic CO and three parents--Anglo, Black, and Indian) said that teachers needed to be more culturally aware, and an Anglo student said they needed to be more sensitive to minority students. A Native American teacher and a Hispanic student reported a need for more multicultural materials. Two Anglo and two Black students said

there was a need for a "curriculum for everyone." And an Hispanic parent cited a need to upgrade the existing bilingual program.

Other strategies and needs relating to multicultural perspective are included in subsequent goal areas and sections, especially with Goal Area VII pertaining to SD/IE activities.

e. Goal Area V - Strategies to Promote Compensatory Education for Minority Students.

Queries about compensatory education for minority students frequently brought responses about bilingual and multicultural programs. These programs are included with the narrative with Goal Area IV. Most of the responses, however, pertained to federally funded Title I programs.

Five of the six WIEDS site LEAs made extensive use of Title I reading and math programs in their elementary schools. CO, principals, teachers, and parents involved with the programs all rated them effective. Substantial portions of the Title I funds were used to hire teacher aides to assist in the programs. The majority of these aides were minority women assisting Anglo teachers.

None of the interviewees said that tracking or ability grouping were methods for promoting the education of only minority students, but three principals indicated that tracking was begun in their schools after they were desegregated, and in two districts four CO administrators and seven principals said that ability grouping was initiated or expanded after desegregation. All said that there were Anglo as well as minority children being tracked and grouped. Three administrators rating the effectiveness of

these two practices said that results were at best mixed, four said they were negative, and none rated them as having positive effects, as shown in the following tabulation.

USE AND EFFECTS OF TRACKING AND ABILITY GROUPING

	Tracking	Ability Grouping
USE		
CO	0	4
Pr	3	7
EFFECTS		
Mixed	1	2
Negative	2	2
Positive	0	0

From the data available it cannot be determined whether any of the compensatory education programs or tracking or ability grouping is resegregatory. It seems probable that the minority aide/majority teacher situation perpetuates an inferior/superior stereotype and points up the need for more minority faculty and staff in position of leadership, responsibility and authority. A lack of "minority responsibility in leadership" was listed as a problem by a Black CO administrator and a Black parent in one of the districts using these programs. ("Desegregation Problems Remaining," Appendix B).

As indicated on the "Desegregation Problems Solved" table (Appendix C), one Black teacher said that "grouping of students" had stopped in his/her school. And in that same school/district a Black parent, an Anglo principal, and an Anglo CO administrator said that "self-concept of children had been enhanced." An Anglo

student cited a need for "enhancing the child's self-concept" as a "Problem Remaining" (Appendix B) in one of the schools using ability grouping. It was in this district also that an Anglo and an Hispanic teacher said that "integration was not working" and an Hispanic parent said there was "racial isolation in the district and schools."

f. Goal Area VI - Strategies to Promote Positive Race Relations.

The atmosphere in the schools at the initiation of desegregation ranged from calm to crisis in the six LEAs, as discussed with demography and other preconditions at the beginning of this section. To determine the quality of race relations in each of the schools at the time of interviews, WIEDS staff members asked each interviewee to respond to a set of question: "Would you say that students of different races in your district get along very well, satisfactorily, or not well at all?" and so on, to rate the relations of various groups of different races in the district. Because several interviewees' responses were "in between 'very well' and 'satisfactorily,'" or on the other side but better than "not well," a five point scale was used to rate the quality of the relations.

The following table shows the overall means of the quality of race relations of different racial groups as paired.

SCHOOL RACE RELATIONS

Students - students	4.30
Students - teachers	4.23
Teachers - teachers	4.51
Teachers - parents	4.12
Administrators - students	4.38
Administrators - teachers	4.46
Administrators - parents	4.40

Some of the conditions and strategies which usually affect race relations have been examined with the demography of the LEAs (in III.A., this section) and strategies to desegregate staff and faculty (III.B.1.). Other strategies have direct and/or indirect bearing on the quality of race relations in a district, school, and classroom. The relationship of SD/IE strategies will be discussed with Goal Area VII, SD/IE Strategies.

According to responses of interviewees there was significant general improvement of race relations in each of the six districts. Among the "Desegregation Problems Solved" are several reports of this improvement (Appendix C). "Attitudinal improvement" was cited by fifteen respondents, including five teachers (four Anglo, one Black), six students (three Anglo, two Black, one Hispanic), and four parents (three Anglo, one Black). Seventeen said "racial issues" had been solved. These interviewees included an Hispanic CO administrator, ten teachers (six Anglo and four Black), and six students (four Anglo, two Black). Three Anglo teachers said there was better communication in their district, indicating, perhaps, an improvement and/or cause for improvement in relations. One Anglo student said that the "white flight" problem had been solved. This was supported by the liaison person in that district who said that a number of students who had left the district's schools were returning. And an Anglo parent said that there was now "good rapport between students" in his/her district.

Other respondents, however, said there were significant "Problems Remaining." Nineteen, in three LEAs, cited a need for improvement of "administrator, faculty, student, and parent attitudes." These were one Hispanic CO administrator, four

principals (two Anglo, two Black), four teachers (one Anglo, two Black, one Hispanic), five students (two Anglo, two Black, one Native American). Five others, in two districts, reported a need for "more communication among administrators, faculty, students, and parents." These five included a Black principal, an Anglo teacher, an Hispanic student, and two Black parents.

One Anglo CO administrator said there was still a need to "educate children about racial equality." A lack of "cultural awareness for teachers" was a continuing problem, said one Hispanic CO administrator and three parents (Anglo, Black, Indian). And an Anglo student said there was a need for teachers to be more sensitive to minority students. Another Anglo student said that "unfair testing of minority students" caused racial tension, and a Black principal and a Black teacher reported that "grouping students" also caused tension. Four students (two Anglo, two Black) in two districts said that Anglo-centered curricula also caused problems. An Hispanic student said that the "grading and attendance systems were unfair to minorities." In one school an Anglo teacher and an Hispanic teacher said that "integration was not working" because of poor race relations. A Black teacher said that team (Black/White) teaching was needed to improve race relations in his/her school. An Anglo student said that he/she did not see how the school could be integrated until the community was, and an Hispanic parent said that there was still "racial isolation" in much of his/her district.

Many respondents expressed views that extracurricular programs had affected race relations in their schools and districts,

effective ones having a positive effect and less effective ones a negative effect. Central administrators of two of the six WIEDS site LEAs and seven principals (three Anglo, four minority) reported that they used extracurricular activities to promote integration. In these two LEAs six respondents reported "student participation" problems solved. These six included one Black and one Anglo principal, one Black and one Anglo teacher, and one Hispanic and one Anglo student.

One LEA had experienced considerable tension and conflict over their homecoming procedures after a Black high school and an Anglo high school desegregated. A biracial committee of students, faculty, staff, and parents worked out the problems and homecoming then went smoothly. One of the solutions was a quota system of homecoming "royalty" which reportedly became a "tradition" quickly and students expected an integrated "court." Also helpful in this situation was a cadre of counselors well trained in crisis prevention/resolution strategies, positive communication, and cultural awareness, who provided inservice in these skills for other faculty and staff.

Far more respondents, however, reported unsolved problems in extracurricular activities. Twenty-five interviewees said there was a need for more "student participation" in their schools' activities. These twenty-five included four principals (one Anglo, three Black), four teachers (two Anglo, two Black), thirteen students (three Anglo, seven Black, two Hispanic, and one Indian), and four parents (two Anglo, two Black).

g. Goal Area VII - Staff Development/Inservice Education to Facilitate Desegregation and Promote Integration.

Project WIEDS findings indicate some of the factors which probably influence the selection of SD/IE activities used in a district and also some of the ways in which SD/IE may influence conditions in the schools and district. The following table shows data on the "Relationship of SD/IE Activities and Atmosphere When Desegregation was Begun and Possible SD/IE Effects on Community Support."

RELATIONSHIP OF SD/IE ACTIVITIES
AND ATMOSPHERE WHEN DESEGREGATION WAS BEGUN
AND POSSIBLE SD/IE EFFECTS ON COMMUNITY SUPPORT

Staff Development Activities	Initial Atmos of LEAs (a)	Possible Effect on Community Racial Group Support (b)			
		A	B	H	NA
Use of Multiethnic material	2.71*	- (14) 4.14	- (13) 3.85	+ (5) 4.40	- (6) 4.33
Communications skills	2.89	+ (11) 4.64	+ (10) 4.30	+ (5) 4.40	- (4) 4.25
Cultural awareness	2.80	+ (17) 4.47	+ (16) 4.31	+ (6) 4.50	- (6) 4.33
Ethnic linguistic patterns	2.11	+ (12) 4.75	+ (11) 4.27	- (3) 4.33	- (3) 4.33
Bilingual materials	4.00*	+ (4) 4.50	- (3) 4.00	+ (4) 4.75	= (2) 4.50
Classroom management	2.00	+ (8) 4.62	- (8) 4.00	+ (1) 5.00	(0)
Disciplinary skills	2.22	- (11) 4.36	- (10) 4.10	+ (2) 4.50	- (3) 4.33
Behavior modification	2.00	- (11) 4.00	- (10) 3.90	+ (3) 4.67	- (3) 4.33

RELATIONSHIP OF SD/IE ACTIVITIES
AND ATMOSPHERE WHEN DESEGREGATION WAS BEGUN
AND POSSIBLE SD/IE EFFECTS ON COMMUNITY SUPPORT
(Cont'd)

Staff Development Activities	Initial Atmos of LEAs (a)	Possible Effect on Community Racial Group Support (b)			
		A	B	H	NA
Teacher effectiveness training	2.33	- (5) 3.80	+ (4) 4.50	+ (1) 5.00	= (2) 4.50
Leadership effectiveness training	2.25	- (6) 4.33	+ (6) 4.33	- (2) 4.00	- (2) 4.00
Values clarification	2.00	- (6) 4.00	+ (6) 4.60	+ (1) 5.00	= (2) 4.50
Reality therapy	2.00	- (7) 4.14	Data lost in print-out	+ (1) 4.00	+ (1) 5.00

Based on responses of CO, Pr, T, P/C.
(a) Based on 4 point scale, 1 = crisis to 4 = calm.
* Significant at $< .05$; other correlations not statistically significant.
(b) Under each of four racial group's column are: (1) positive (+) or negative (-) effect on group support; (2) number of responses relevant to this relationship; (3) mean of that group's perceived support of desegregation after SD activities were implemented, based on a scale of 1 = less support to 5 = more support.

Considering first the SD/IE and "Atmosphere," the tabulated data are not to be construed as indicating how SD/IE influenced the LEA atmosphere when desegregation was initiated, because almost none of the listed SD/IE activities were offered until after desegregation was begun. Rather the relationship is of the initial atmosphere and the selection of SD/IE topics. There is evidence that some of the SD/IE activities may have been used as crisis prevention/resolution strategies. On the table, the mean shown under "Initial Atmosphere" indicates the level of tension on a four point scale with 1 = crisis and 4 = calm. Means below 2.50 are thus closer to crisis than to calm.

The range is from 2.00 to 4.00, with eight of the twelve activities being used where the initial atmosphere mean was below 2.33. Those activities which might be considered as dealing with more "overt" or "immediate" problems, including behavior modification, classroom management, disciplinary skills, values clarification, reality therapy, leadership effectiveness training (LET), and teacher effectiveness training (TET). Those used more often when the mean was closer to "calm" include training for use of multiethnic or bilingual materials, cultural awareness, and communications skills. Training for use of bilingual materials was provided only in districts whose initial desegregation atmosphere was calm. Thus it may be that the SD/IE activities, especially those in LEAs with atmospheres closer to crisis, had specific objectives related to the feelings of people, in the school and community, about desegregation.

The possible effects of the activities on racial group support seem significant. The plus and minus signs on the table indicate a tendency to a positive or negative relationship of the use of an SD/IE activity to a group's support for desegregation. Thus Anglo, Black, and Indian support tended to be lower and Hispanic support higher where training for use of multiethnic material was offered. Before any possible relationships are examined, however, a reminder is offered; there is at this point no way of assessing the quality of the content or the effectiveness of the delivery of this SD/IE. There is no way to sort the good from the bad, and good may have positive effects and bad may have decidedly negative effects on a number of conditions. Therefore, any observations

about possible relationships must be tentative.

The only SD/IE activity with a positive relationship to Indian support of desegregation was reality therapy and that was on the basis of one response. Generally, indications are that Native American support for desegregation increased after it was implemented but that they nevertheless did not support it as much as the other three groups indicated they did, or as most respondents perceived them as doing.

Cultural awareness and communications skills training had a positive relationship with increased support of all groups except Native American. No other SD/IE showed these positive tendencies for all three non-Indian groups. This indicates, perhaps, that in tri-racial situations there might be advantages and disadvantages for any one activity. An example of this is seen in training for ethnic linguistic patterns (Black English) and bilingual materials (Spanish-English). The tendency for both of these was to increase Anglo support, but mixed with Hispanic and Black, reversed from one activity to the other. There is, of course, the option of offering both, as was done in one district, evidently with good results.

Except for "classroom management," Anglo support related negatively with the last seven activities, mostly those identified earlier as perhaps being used to help resolve/prevent crises. Their relationship to Black support is mixed. But with the exception of LET, Hispanic support related positively to them. Again, this analysis is not to say that a certain activity, whether well done or not, brought about a certain group's support or non-

support. There were other influences at work. There were conditions and attitudes already operating, influencing the atmosphere when desegregation took place. It is expected, however, that well planned and executed SD/IE will have multiple positive results and minimal negative results.

SD/IE should affect race relations in the schools. Data indicating possible relationships of SD/IE activities and race relations are displayed on the table on the following page. All of the listed activities tend to relate positively with students' race relations, but most (eight of the twelve) relate negatively with students-teachers'. This does not necessarily mean that student-teacher relations are of a lower quality. The respective overall means does indicate that race relations among students might be slightly better than between students and teachers of different races, but the highest overall mean is for relations among teachers, and only three activities relate positively to these relations.

The lowest quality race relations as indicated by the respondents, were between teachers and parents. Except for reality therapy training, each activity corresponded positively with improved race relations between teachers and parents.

The race relations between administrators on the one hand and students, teachers, and parents on the other, are similar in quality, as reported by all interviewees (4.38, 4.46, and 4.40). There is a pattern also in that the first six activities with the exception of bilingual materials/administrators-teachers, all relate positively to the race relations involved. The last five

RELATIONSHIP OF STAFF DEVELOPMENT ACTIVITIES AND SCHOOL RACE RELATIONS

Staff Development Training	Race Relations by Categories: Students-Students				Students-Teachers				Teachers-Teachers				Teachers-Parents			
	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel
Multiethnic mtrls	4.30	20	4.45	+	4.23	19	3.89	-	4.51	20	4.45	-	4.12	18	4.33	+
Commnctns skills		28	4.75*	+		28	4.14	-		28	4.57	+		28	4.29	+
Cultural awareness		35	4.51	+		35	4.31	+		35	4.60	+		34	4.41	+
Eth ling patterns		16	4.75*	+		16	4.44	+		16	4.69	+		16	4.38	+
Bilingual materials		11	4.73	+		11	4.09	-		11	4.36	-		11	4.45	+
Classroom mgt		21	4.76*	+		21	4.29	+		21	4.43	-		21	4.29	+
Discip skills		32	4.50	+		32	4.25	+		32	4.41	-		31	4.32	+
Behavior mod		30	4.43	+		29	4.00	-		30	4.33	-		28	4.25	+
Tchr effectiveness		23	4.43	+		23	4.00	-		23	4.35	-		22	4.36	+
Ldrship effec		16	4.63	+		16	4.00	-		16	4.50	-		16	4.25	+
Values clarif		23	4.57	+		23	4.13	-		23	4.39	-		23	4.22	+
Reality therapy		15	4.40	+		14	4.00	-		15	4.40	-		14	4.07	-

Staff Development Training	Race Relations by Categories: Admins-Stus				Admins-Tchrs				Admins-Parents			
	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel	Overall Mean	N	Mean	Rel
Multiethnic mtrls	4.38	19	4.58	+	4.46	19	4.68	+	4.40	19	4.58	+
Commnctns skills		28	4.46	+		28	4.61	+		28	4.43	+
Cultural awareness		35	4.54	+		35	4.63	+		35	4.54	+
Eth ling patterns		16	4.63	+		16	4.69	+		16	4.56	+
Bilingual materials		11	4.55	+		11	4.45	-		11	4.55	+
Classroom mgt		21	4.29	-		21	4.38	-		21	4.33	-
Discip skills		32	4.44	+		31	4.55	+		31	4.39	-
Behavior mod		29	4.31	-		29	4.38	-		29	4.28	-
Tchr effectiveness		23	4.30	-		23	4.26	-		23	4.35	-
Ldrship effec		16	4.38	-		16	4.38	-		16	4.19	-
Values clarif		23	4.22	-		23	4.39	-		23	4.17	-
Reality therapy		14	4.07	-		14	4.29	-		14	3.93*	-

Based on responses by CO, Pr, T, S, & P/C.
Relations mean based on 5 point scale of 1 = Not well, 3 = Satisfactorily, 5 = Very well.
* Significant at $< .05$; other correlations not statistically significant.

relate negatively, as does classroom management training. Disciplinary skills training, however, has a positive relationship in the sets of relations except between administrators and parents. Leadership effectiveness training did not relate positively with any administrator relations.

The implication of these relationship tendencies is, that some SD/IE activities may very well have beneficial effects on race relations. Some activities probably have broader effects than others. But for any SD/IE program or individual activity to be effective, it must be appropriate for the situation, suitable for the needs of the target audience, and well planned and executed.

Solicitation of other SD/IE activities used in the schools produced the following list with frequencies of their reporters.

OTHER STAFF DEVELOPMENT ACTIVITIES

STRATEGY	CO	Pr	Tchr	TOTALS
Human relations	3		5	8
Transactional analysis	1		3	4
Career education		1		1
Social aspects of the child		1		1
Media			1	1
Parent effectiveness training			1	1
Conflict resolution			1	1
Multicultural education			1	1
Curriculum			1	1
TOTALS	4	2	13	19

As shown, "human relations" (of various kinds) headed the list, with eight respondents in two LEAs. Transactional analysis was reported by four respondents in one district. All respondents

rated the respective activities as effective.

Ideally, the most effective evaluation of SD/IE activity is the effect it has on students.

HOW STUDENTS BENEFIT FROM SD/IE

OUTCOME	CO		Tchr		TOTALS		
	A	M	A	M	A	M	T
Depends on Teacher Implementation	5	2	11	21	16	23	39
Not Well			1	3	1	3	4
Too Early to Tell			1		1		1
Don't Know				1		1	1
TOTALS	5	2	13	25	18	27	45

Most respondents indicated that students did actually benefit, but always in terms of something like "it depends on the individual teacher." Some explained that even though two teachers, for example, had the same SD/IE experiences, one might implement it well and the other poorly or not at all. When probed, most of these respondents indicated a belief that most of those teachers not implementing well, would probably improve with more and/or different SD/IE activity.

h. Goal Area VIII - Administrative Procedures Used to Facilitate the Desegregation Process.

Use of federal programs in three LEAs was one of the ways districts used to facilitate the desegregation process. Federal

programs under Titles I, IV, and VII, provided services in compensatory education, bilingual education, and even in staff development/teacher training in the area of human relations (see Appendix E, "Other Methods to Implement Desegregation"). Some of the principals reported that maintaining good rapport with students, parents, and faculty alleviated a lot of problems and misunderstandings (see Appendix D, "Principals' Strategies to Implement Desegregation").

Pre-school orientations, welcoming activities, and maintenance of ethnic identity (keeping the names of previously all-Black schools) were utilized by several LEAs in their attempts to promote integration and to avoid resentment and resistance by the community (see Appendix E, "Other Methods to Implement Desegregation").

2. Research Question 2: What are the similarities and differences among (central office personnel, students, etc.) strategy descriptions identified as having been successful in desegregated schools?

   a. Goal Area I - Strategies to Desegregate Faculty and/or Staff and Students.

      Analysis of similarities and differences of category and race perceptions for this goal area are included with Research Question 1 and are summarized here. CO thought more highly of teacher/staff reassignment than did either principals or parents, who preferred a strategy of hiring more minority staff/faculty.

   b. Goal Area II - Strategies to Promote Parent/Community Involvement and/or Improve Communication with the Community.

      A lengthy analysis by category and race of similarities and differences of perceptions of effectiveness of these strategies is in this goal area of Research Question 1.

c. Goal Area III - Strategies for the Prevention or Resolution of Crisis Brought About by Desegregation.

As shown on the tables in this goal area with Research Question 1, CO administrators and principals had the same preferences for the strategies of administrators working with (1) students and (2) parents/community. Parents differed with them on both, with a much stronger preference for (#2) administrators working with parents/community. But parents and principals showed more preference for (#3) administrators working with administration/faculty, favoring it about 21 to 1 when compared to CO preferences. CO administrators and parents were closer, however, in their willingness to use (#4) outside desegregation agencies, (#5) SD/IE, and (#6) religious/lay community assistance. For crisis resolution, parents, much more than the administrators, preferred outside intervention agents and use of media.

d. Goal Area IV - Strategies to Infuse Multicultural Perspectives.

Minority students and parents were the categories who most preferred strategies to accomplish this, especially by having culturally aware teachers and a multicultural curriculum. Hispanic students and parents were those who were evidently most in favor of bilingual programs. Many minority teachers, principals, and CO administrators supported these strategies, as did a smaller percentage of Anglo students, teachers, and parents.

e. Goal Area V - Strategies to Promote Compensatory Education for Minority Students.

Support for Title I programs was widespread among CO, principals, students, and parents. No one seemed to support

tracking or ability grouping.

f. Goal Area VI - Strategies to Promote Positive Race Relations.

Portions of this have been dealt with in relation to crisis resolution/prevention (Goal Area III) and the infusion of multicultural perspectives (Goal Area IV). Parents seemed to prefer curricular changes and SD/IE, students were more apt to call for more sensitivity on the part of teachers, and administrators on working and/or talking informally with people involved. Much was reactive rather than proactive.

g. Goal Area VII - SD/IE to Facilitate Desegregation and to Promote Integration.

Choice of SD/IE activity was also probably reactive, and based to some extent on administrators' perceptions of community atmosphere and race relations in the school/district. Preference seems at least as much a matter of racial viewpoint as category.

h. Goal Area VIII - Administrative Procedures to Facilitate the Desegregation Process.

These procedures were, of course, by CO and principals. Similarities and differences do apply insofar as the frequency by which people of other categories perceived them as facilitative. Students seemed to be most aware of administrative strategies which promoted equal treatment, student involvement, and responsibility and rapport among students/parents/faculty. Parents were more aware of principals' efforts to promote rapport with students/parents/faculty and with CO efforts for federal programs.

3. Research Question 3: How do the descriptions of identified successful strategies differ among states in the SEDL region with respect to students, teachers, etc.?

The differences are based primarily on demographic characteristics, such as racial proportions and socio-economic factors, and history of race relations. These vary as much from district to district, and even school to school, as they do from state to state.

4&5. Research Questions 4 & 5

These research questions pertain only to an earlier phase of the WIEDS Project.

6. Research Question 6: What are the remaining need areas in school desegregation as identified by community persons, students, teachers, principals, and central office administrators?

In the survey of central office administrators in Phase II of Project WIEDS, it was conclusive that minority and Anglo respondents perceived negative changes in student achievement, participation in extracurricular activities, and parental involvement in their schools.

The interviews conducted in Phase III also probed into the area of remaining needs as perceived by parents, students, teachers, principals, and central office administrators. These needs are shown on the "Desegregation Problems Remaining" table, Appendix B, and are summarized here by category and frequency:

1) Student/Faculty Racial Balancing (needs and problems remaining)

a) Minority staff hiring - 7
b) Racial balancing - 5
c) Busing - 2
d) Integration is not working - 2
e) Racial balance in social activities - 1
f) Integrate the community - 1

g) Team teaching (B/W) - 1
h) Move the 6th grade to junior high - 1
i) Mid-year changeover - 1

2) Bilingual/Multicultural Perspectives (needs/problems remaining)

a) More multicultural materials - 2
b) Upgrade bilingual programs - 1
c) Curriculum - 4

3) Staff Development (needs/problems remaining)

a) Cultural awareness for teachers - 4
b) Curriculum - 4
c) More inservice - 1

4) Promoting Positive Race Relations (needs/problems remaining)

a) Student participation/involvement - 25
b) Attitudes of parents/faculty/students/administrators - 19
c) Equal educational opportunities - 4
d) Student/parent apathy - 4
e) Students interested in learning - 3
f) Testing minority students - 2
g) Grouping students - 2
h) Racial isolation - 1
i) Enhancing child's self-concept - 1
j) Educating children about racial equality - 1
k) More sensitive teachers

5) Educational Facilities/Equipment (needs/problems remaining)

a) School facilities/equipment - 4
b) More money for classes - 2
c) Improve athletic program - 1

6) Communication with the Community (needs/problems remaining)

a) More parent involvement - 14
b) More communication among administrators/faculty/students/parents - 5
c) School as resource for parents - 1

7) Procedures Used to Facilitate the Desegregation/Integration Processes (needs/problems remaining)

a) Quality of education - 13
b) Disciplinary problems - 9
c) Attendance - 5
d) Qualified teachers - 3
e) Dropouts - 2

f) Federal regulations - 2
g) Responsibility in leadership - 2
h) More sensitive teachers - 1
i) Open campus concept - 1
j) Homeroom policy - 1
k) Advisor/advisee program - 1
l) Grading/attendance system - 1

Parents see a need for more staff development in the area of cultural awareness for teachers. It seems particularly significant that teachers and parents should feel this need more than administrators. Following are some of the quotes from parents in the region indicating a need for SD/IE:

1) Black Parent - "Many of the teachers are unfair to Black junior high school students and they don't seem to know it. Something needs to be done."

2) Native American Parent - "I stood outside the doorway and listened to how that Anglo teacher talked to Indian kids.... I got my child out of there."

Two critical areas perceived by five categories of respondents, that need to be looked into in order to promote integration are (1) student participation/involvement and (2) attitudes. Students expressed concern about the relative lack of minorities in student council, cheerleaders, National Honor Society, and other clubs and activities. Probably more encouragement from teachers, parents, and counselors, and recruitment by fellow students would result in more minority participatants.

The attitudes and values of a community are not easily altered or criticized without causing feelings of resentment and hostility. The overtones of racial bigotry and prejudice are probably present in all people. Some express it more overtly than others. Parents pass it to their children who go to school and come in contact with people of different cultures. It is asking too much of staff

and faculty members to assume that they, too, were not reared in similar environments. Many, perhaps most, were. Thus, the prejudice present in all categories of people in and affecting the schools prevents integration. Effective staff development can help break down these barriers and improve education.

Many teachers and parents saw a need for improving school facilities and equipment. Parents' perceptions ranged from purchasing new curtains for the auditorium to constructing new schools. Central office personnel and principals did not view this as so great a need.

Parental involvement, or the lack of it, in the schools was prevalent in the six-state area. Central office personnel, teachers, and parents expressed concern. Teachers said they wanted more parents, Anglo and minority, to be more active and vocal in school matters. Parent leaders in the schools wanted more representation in PTA, advisory groups, and school volunteers, especially minority parents.

Proportionally more Anglo parents are involved in schools. More Anglo parents are financially able to do volunteer work in the schools and attend their social functions. On the other hand, relatively more minority parents have to work and have less opportunity to leave work and visit schools and more often have to postpone parent-teacher conferences. Other underlying reasons seem to be the fear of "improper clothing," language barriers, feelings of inferiority, or the fact that there is no one to take care of children at home. This situation should not be interpreted as meaning that minority parents do not care about their children's

welfare. It takes a sensitive staff and administration to bring out parents from all ethnic groups. This was evident in several LEAs.

The majority of the Anglo respondents viewed the "quality of education" as declining after desegregation. Ways devised to offset this occurrence included compensatory education programs, individualizing instruction, hiring bilingual teachers, to name a few, in order to bring the minority students "up" to the standards of the Anglo students. Minority teachers, students, and parents felt that more progress could be made in the area of curriculum, attendance, and holding power.

There remain "other" problems such as discipline, attendance, and dropouts that could point to a lack of consideration on the districts' part to have staff development workshops that could alleviate this cycle whereby a child is punished by being suspended for five days of school and ultimately reaches the point of dropping out.

Remaining Areas of Need - District Goals

WIEDS interviewees, central office administrators, principals, and parents, were asked what were the goals of desegregation for their districts, whether these goals had been met, and if not, why. The three goals identified are shown on the following table.

DISTRICT GOALS

GOAL		Category/Ethnicity															TOTALS
		CO					Pr					P/C					
		A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	
Equal educational opportunities	N	6/	1/			7/	3/	3/			6/	9/	4/	1/	1/	15/	28
	%	75	50			64	43	43			40	47	24	50	50	38	
Racial balance	N	2/	1/	1/		4/	3/	4/	1/		8/	8/	3/	1/		12/	24
	%	25	50	100		36	43	57	100		53	42	17	50		30	
Quality of education	N						1/				1/		1/			1/	2
	%						14				7		6			2	
Don't know	N											2/	9/		1/	12/	12
	%											11	53		50	30	
TOTALS	N	8	2	1		11	7	7	1		15	19	17	2	2	40	66

GOALS MET/UNMET

Goals met	N	8/	1/			9/	7/	6/			13/	9/	7/	1/		17/	39
	%	100	100			90	78	100			76	75	50	100		59	
Goals unmet	N			1/		1/	1/		1/		2/	1/	3/		1/	5/	8
	%			100		10	11		50		12	8	21		50	17	
*Why not met/ frequency	*						1/		3/			1/	4/		2/		5
	N						1/		1/		2/	1/	1/		1/	3/	
	%						11		50		12	7	7		50	10	
Don't know	N											2/	2/			4/	4
	%											17	14			14	
Totals	N	8	1	1		10	9	6	2		17	12	14	1	2	29	56

* Codes for Why Not Met: 1 = Racial isolation
2 = Don't know
3 = Constructing new schools
4 = School facilities/equipment

All Anglo CO said they had been met. Eight respondents (14.3%) from the given range of ethnicities indicated that their district goals were unmet. The reasons why they remained unmet were offered by principal and parent respondents (8.9%).

Both Anglo and Black respondents saw racial isolation in schools and classrooms as a barrier. Hispanic and Black respondents viewed the physical aspects of the schools and its facilities/equipment as being obstacles. A new school would accommodate Anglo and minority students and achieve a racial balance.

7. Research Question 7: How are the identified remaining need areas in desegregated schools similar and/or different among teachers, principals, CO, students, and parents?

As shown on the "Desegregation Problems Remaining" table (Appendix B), central office and principal respondents did not view any of the needs under student/faculty racial balancing as "problems" in their districts, per se. Teachers, students, and parents from the four ethnicities did. Minority teachers, parents, and students were the only ones who expressed an interest in trying to deal with bilingual/multicultural perspectives. Only one CO administrator, an Hispanic respondent, saw a need for SD for cultural awareness. Students, teachers, and parents were the others who perceived this as a need. "Student participation," "attitudes," and "equal educational opportunities" were concerns of all five categories of respondents. Central office administrators saw problems in "testing minority students" and "educating children about racial equality." No CO administrator or principal saw any remaining problems in the area of facilities/equipment, and they are the ones more nearly able to do something about it.

Only teachers, parents, and students, however, showed concerns in this area.

Principals and students did not express "more parental involvement" as a problem. High school students made comments on this issue of parent involvement and the consensus was that by the time students got to junior and senior high, parents need not be as "active" or involved. Besides, several students expressed being ashamed or embarrassed when their parents did go to the school.

Principals were the only group who did not perceive any problems or remaining needs in the area of "quality of education," or "qualified teachers." Only students expressed concern in matters that they considered relevant to their educational welfare, such as a need for "more sensitive teachers," "homeroom policy," and "grading/attendance systems."

Other problems and needs such as "discipline," "attendance," and "federal regulations" were expressed by central office along with teachers, students, and parents. Principals did not view these as concerns in their schools.

8. Research Question 8: What are the similarities and differences concerning desegregated schools among the SEDL region states with respect to areas of remaining needs?

The interviewees within the six-state region varied in age, sex, race, and socio-economic levels. Each one had her/his own ideas on how desegregation should be implemented, how it was working, and what problems remained.

LEAs differed in their philosophies of what a "quality education" should be--this encompasses such factors as curriculum,

the quality and quantity of staff development, use of parents as community resources, and many others. Therefore, these variables must be considered when dealing with similarities and differences in areas of remaining needs. Looking at the strategies identified across the region, similarities occurred in the areas of (1) parental involvement, (2) student participation in extracurricular activities, (3) attitudes, (4) staff development, (5) minority staff hiring, (6) discipline, and (7) the quality of education.

The majority of problems cited, however, appear to be caused by negative pre-desegregation attitudes and general pre-set conditions for ethnic relations. Such attitudes also seemed to define the interethnic behaviors present in the schools after initial desegregation. Ethnicity is an important variable to consider when examining different perceptions of needs. For example, a significantly larger proportion of minorities than Anglos viewed "minority staff hiring," "more multicultural materials," "more inservice," "attitudes," "school facilities/ equipment," "more communication," and "disciplinary problems" as pertinent issues affecting their status in a desegregated environment. Anglo respondents across the six-state region concentrated their needs in the generalized area of academic issues, i.e., quality of education. While minorities wanted multicultural materials in the classroom, Anglos more often reacted negatively toward non-traditional subjects. Few Anglo, but no Black, respondents saw "busing" as a problem remaining. This is especially significant since the brunt of court-ordered busing is usually

borne by Black and other minority students.

In bi-ethnic and tri-ethnic settings, Hispanic and Native American populations saw a need for incorporating bilingual and multicultural programs to deal with problems concerning language and cultural differences.

9. Research Question 9: What are the implication trends that can be drawn from the survey and interview findings to effectively deal with the remaining areas of need in desegregated schools?

The results of the survey instrument analysis and interview findings revealed several unmet needs. The need areas include: (1) cultural awareness, (2) human relations, (3) curriculum integration, (4) pupil self-concept, motivation, and discipline, (5) dropouts, expulsions/suspensions, (6) teaching methods and learning styles, (7) parental involvement, (8) resegregation, (9) segregation within the classroom and extracurricular activities, and (10) the relationship between bilingual education and desegregation. Evidence indicates that the overall quality of education in the districts improved after desegregation. Parental involvement, discipline, student achievement, however, were lower after desegregation.

These findings from WIEDS' survey and interview data indicate that such problems can best be dealt with through more effective staff development efforts. In order to provide equal educational opportunity and quality education for all children regardless of ethnicity, language, and cognitive and affective levels of achievement, effective SD/IE has to be provided. This is necessary to: (1) prevent negative classroom/school experiences which reinforce stereotypes and prejudices, (2) remedy teachers and staffs' lack of knowledge concerning student cultural and linguistic backgrounds, (3) provide classroom atmospheres

which encourage learning and interracial friendship and understanding, (4) teach children to be ethnically literate, (5) involve parents cooperatively in their children's education, and (6) prevent resegregation.

10. Research Question 10: What are the specific content areas, as drawn from the survey and interview findings, which should form the basis of SD/IE guidelines and models to improve education in desegregated schools?

Based on WIEDS survey and interview findings, the basic content areas which should form the basis of SD/IE guidelines and models to improve education in desegregated schools are:

1) Training for evaluation and use of multiethnic materials.
2) Communications skills training.
3) Training in cultural awareness, stereotyping.
4) Training in ethnic linguistic patterns.
5) Training for evaluation and use of bilingual materials.
6) Classroom management training.
7) Disciplinary skills training.
8) Values clarification training.
9) Training for multicultural/bilingual curriculum development.
10) Training for integration through extracurricular activities.
11) Training in school-home-community cooperation approaches.
12) Training in motivational skills.

Four content areas included on the WIEDS interview schedule are omitted although they were used in some of the LEAs. These include: (1) behavior modification training, (2) teaching effectiveness training, (3) leadership effectiveness training, and (4) reality therapy. "Others" identified as used in the LEAs, such as (1) "human relations training" and (2) transactional analysis, are also omitted. These

are omitted not because they do not contain aspects which may facilitate improvement of education in desegregative schools. Behavior modification, TET, LET, and reality therapy did tend to relate negatively to positive race relations and community support for desegregation. But this may have been because of planning and implementation rather than content and positive potential. These SD/IE content areas do have portions which can be used to facilitate integration. But these portions, as well as useful portions of "human relations" and transactional analysis, can be included in the twelve content areas listed above. Further, guidelines and models for these four areas are published and more readily available than the others.

Four content areas have been added to help meet needs identified in the WIEDS survey and interviews. These are the last four on the list of twelve. These are not innovative SD/IE activities per se; they have been used effectively in schools. They are, however, new to many schools, particularly those with some of the problems and needs identified.

11. Research Question 11: What are the key components of selected school desegregation SD/IE programs in the SEDL region?

12. Research Question 12: How are the components of these selected SD/IE programs alike? Different?

13. Research Question 13: Which components of these selected SD/IE programs have been identified as most successful by teachers, principals, students, central office personnel?

Answers to Research Questions 11-13 are dealt with on the basis of the analysis of the selected SD/IE plans/programs in another section of this report, III.C. "Results of Analysis, SD/IE Plans/Programs."

14. Research Question 14: How do the identified successful strategies compare with the identified needs?

Remaining needs of the WIEDS site LEAs have been identified by various means, as described in Research Question 6. These needs are

summarized and grouped as part of the answer to that research question. The principal need relating to physical desegregation is racial balancing. As indicated in Goal Area 1 of Research Question 1, hiring of additional staff is evidently more effective than simply reassigning faculty/staff. Few LEAs, and none of the WIEDS sites, have sufficient numbers of minority faculty/staff for racial balancing by reassignment.

Meeting the needs for bilingual/multicultural perspective can be met largely through SD/IE on (1) evaluating and using appropriate materials, and (2) a strategy not identified in the WIEDS interviews, multicultural and bilingual curriculum development.

The two need areas identified most frequently by respondents were (1) student participation, identified by 25 interviewees, and (2) attitudes of parents/faculty/students/administrators, identified by 19 interviewees. These are probably related and should be approached with strategies to promote positive race relations. These would include SD/IE activities to train school personnel and, when appropriate, parents to (1) evaluate and use multiethnic and bilingual materials, (2) communicate effectively, (3) be culturally aware and sensitive, (4) understand and be comfortable with different ethnic linguistic patterns (while also teaching standard English compentency), (5) manage classrooms effectively and fairly, (6) provide positive and equitable discipline, (7) understand values different from their own, (8) implement a multicultural curriculum, and (9) integrate curriculum activities. Numbers (8) and (9) were not identified as being used previously in the WIEDS site LEAs.

The needs pertaining to improvement of educational facilities and equipment can be approached two ways: (1) reference to techni-

cal assistance agencies with the capability of assisting the LEA in applying for any appropriate federal funds, and (2) materials and SD/IE activities to sensitize school personnel, particularly administrators and school board members, to the needs and benefits of equitable use of facilities, equipment, and all other educational opportunities.

Needs for improved communication with parents and community were also identified comparatively frequently. Twenty responses for three related needs, most (fourteen) for more parent involvement. Two of the WIEDS site LEAs had programs which involved a significant number of parents as volunteers and paid aides. These and other strategies can be shared with other districts especially through guides and models for SD/IE training in school-home-community cooperation. This is an SD/IE activity not identified as used in the six interview LEAs. Minority and majority parents may also appropriately be involved in other human relations and awareness types of SD/IE activities.

Needs relating to "other procedures to facilitate the desegregation/integration processes," pertained mostly to "quality of education" (with thirteen responses), discipline (nine responses), and attendance and school leaving problems (seven responses). "Quality of education" concerns will need to be refined into more precise needs, but when related to desegregation, "educational quality" problems usually translate into needs for cultural awareness on the part of faculty and staff, stereotypes about "minority parents who don't care about their children," and "minority children who can't keep up with the rest of the class," diehard. Minority (and Anglo) "dropouts" may

usually be more accurately described as "pushouts." And the disruptive student may not understand her/his own behavior, but it may be related to culture clash in the schools and classroom. SD/IE activities are needed which relate to cultural literacy, positive self-concept, home-school cooperation, and motivational techniques. More specifically, all twelve of the SD/IE content areas listed in Research Question 10 are needed.

15. Research Question 15: What works, under what conditions, and why?

a. Goal Area I - Faculty and/or Staff Racial Balancing.

Of the two strategies used to racially balance staff/faculty, teacher-staff reassignment works best in a district which already has a percentage of minority faculty/staff in proportion to its minority student enrollment. Implementation then is still more than a matter of simply reassignment. According to WIEDS and other findings, preparation is needed, especially appropriate SD/IE for "crossover" teachers/staff as well as for teachers/staff in the receiving schools. Hiring additional minority staff/faculty works best when there is an available pool of minority staff/faculty from which to draw. If there is no readily available pool, technical assistance may be needed by the LEA so it will know best how to recruit and retain minority staff/faculty. In either case, SD/IE is especially needed where new minority teachers and staff are being introduced into a school system. The need is particularly pronounced if there have been few or no minority staff/faculty there before.

b. Goal Area II - Promotion of Community Involvement and/or Improvement of Communication with the Community.

There are many variables to consider when selecting strategies

to promote community involvement and/or improve communication with the community. These include racial make-up, socio-economic conditions, history of race relations, responsibility of the media, and support of public leaders, and these must be a part of a needs assessment for the LEA before strategies are selected. But some generalizations are possible.

A rumor/information center is suitable for almost any situation. So is use of a school liaison person and/or community liaison workers, but use of a bi/tri-ethnic team may work better in some situations. Written information to parents was rated by majority and minority parents as one of the most effective communication approaches. Generally media use is helpful and necessary. It helps to have a staff member skilled in writing press releases and dealing with media; if none is available, appropriate community members may be asked to volunteer. Community members, especially parents, should be solicited to serve as volunteers or part-time paid employees as needed. Care should be taken that they receive training for their duties, even when volunteering. Parents and community representatives should be invited to participate in all appropriate functions, especially SD/IE, including planning and evaluation.

Community centers in schools can be effective, but this usually requires commitment to getting them started and skilled people to operate them. Centers can be especially helpful if they are in minority neighborhoods and both majority and minority adults cooperate in participation.

Public forums are essential at the initial stage of planning and otherwise preparing for desegregation. These allow

public involvement and communication. Should serious problems arise, the forums are again an important strategy. Always, they should be carefully planned and the presentors skilled and well prepared. Effectiveness of neighborhood coffees and speaking to church, social or other groups depends as much on the style of the administrators involved as it does on other variables. Always there should be as much openness as possible; openness in terms of accessibility by the public and honesty and frankness in what is said.

c. Goal Area III - Prevention or Resolvement of Crisis Situations.

Many of the strategies in Goal Area II, to promote parent/community involvement/communication also serve as strategies to prevent or resolve crises. It is frequently during times of need that schools turn to the community, and that is probably the way that many parents/community members have wanted it; so long as things were going well, they did not care.

Selection of strategies here depends much upon where the crisis lies or is expected. If it is not directly in the schools but only in the community, different approaches are called for. This is reflected in the strategies used in the WIEDS site LEAs, as shown in the answer to Research Question 1 of this section. Race relations and SD/IE strategies can also help prevent crises. These are discussed in other goal areas.

d. Goal Area IV - Infusion of Multicultural/Multiethnic Perspective.

Multicultural curriculum development is appropriate for any school, including those with no minority students. The rationale for this is included in WIEDS' Assumptions (Section II). It is good strategy and otherwise appropriate for the multicultural

aspects of a curriculum to be locally and regionally relevant. This includes bilingual content, which may be Spanish-English in one LEA, Zuni-English, French-English, or Vietnamese-English in another. Or, of course, it may be tri-lingual/tri-cultural. Other ethnic groups of the LEA or locale are to be considered also, including identifiable white ethnic groups as German-Americans, Irish-Americans, French-Americans, and so on. It makes sense to include these in a multicultural curriculum for educational reasons and for local support of the multicultural program.

It is necessary to have experiential as well as awareness and knowledge-based SD/IE so that teachers will be comfortable in implementing the program in their classrooms. If necessary, a multicultural team can be used to go into the teacher's room to help her/him with it.

Another area of overlapping strategies, multicultural education and parent/community involvement, are both served when appropriate resource people are used.

e. Goal Area V - Promotion of Compensatory Education for Minority Students.

Generally, anytime a LEA can qualify for Title I funds and make the requisite assurances, this strategy should be used. When these funds are used to hire aides, the pairing of minority aides with majority teachers should be held to a minimum, unless the reverse situation can also be used and/or there are a significant number (at or near racial balance) of minority faculty/staff in positions of authority.

f. Goal Area VI - Promotion of Positive Race Relations.

At the same time that all district and school policies are being reviewed and any inequitable rules changed, plans for an effective SD/IE program should be made. Along with parent/community involvement/communication strategies, these are crucial for good race relations in the school.

That administrators tend to select SD/IE activities to fit particular conditions is indicated on the table "Relationship of SD/IE Activities and Atmosphere When Desegregation Was Begun and Possible Effects on Community Support" (with Goal Area VII with Research Question 1 in Section III). This supports the implication that SD/IE activities are sometimes used as crisis prevention strategies and perhaps even as crisis resolution strategies. Such activities, however, are more effective when used to improve race relations before a crisis, or even disruption, is near.

Students as well as others respect fairness. This has to be reflected in policies and in the way policies are implemented. Fairness also has to be demonstrated in punishment/discipline, in extracurricular activities, and in the curriculum. Perhaps an example of this may be seen in the table on "Relationship of SD/IE Activities and Atmosphere..." referred to above. In a tri-ethnic, Anglo/Black/Hispanic, setting, if Black language concerns are dealt with and not Spanish-English, Hispanics may feel alienated and hostile. And the reverse would be true if Black concerns were ignored while addressing Hispanic issues. More frequently, only Anglo concerns are dealt with, as in a traditional curriculum

with a western European orientation, and all minorities are alienated.

g. Goal Area VII - SD/IE to Facilitate Desegregation/Integration.

This goal area in Research Question 1 includes a table which shows possible relationships between specific LEA SD/IE topics and initial LEA atmosphere. These data indicate that some SD/IE activities have perhaps been used as crisis prevention strategies. Training in behavior modification, classroom management, disciplinary skills, values clarification, and ethnic linguistic patterns were used frequently in districts where the atmosphere was tense and disruption was present. Possible effects on community racial group support for desegregation and on race relations in the school should be considered, however. Anglo, Black, and Indian support tended to be lower and Hispanic support higher where training for use of multiethnic material was offered. Cultural awareness and communications skills training tended toward a positive relationship with increased support from all groups except Indians. No other SD/IE showed these positive tendencies for all three non-Indian groups. This indicates that perhaps in tri-racial situations there may be "trade-offs" in group support unless SD/IE is perceived as balanced for ethnic content. An example of this may be seen in training for Black linguistic patterns and Spanish-English bilingual materials. The relationship of both activities to Anglo support tended to be positive, but mixed with Hispanic and Black, as those groups possibly reacted to perceptions of exclusion from SD/IE activities. These activities need not be exclusive; one activity may be designed to cover both when both ethnic groups are present, or

separate activities may be offered for each.

The difficulty in prescribing SD/IE for certain situations lies not so much in knowing what the situation is, as in knowing what content will be in the activity and how it will be presented. A values clarification workshop by one presentor might be quite different than one by another presentor. This is not to say that all presentations should be the same; it is to say that models and guides are needed for the entire SD/IE process, needs assessment to evaluation.

h. Goal Area VIII - Administrative Procedures Used to Facilitate the Desegregation Process.

Unless there was a crisis situation, most of the WIEDS site LEA administrators used only low key approaches when dealing directly with students, faculty, staff, and parents. The "pre-school orientation" used in two districts, for example, included no "hard sell" on race relations. Rather they welcomed new students as new students and new faculty/staff as new faculty/staff, not calling attention to racial differences or possible conflicts. References were made to new situations and that there might possibly be new problems, but that these would not be serious and they would be worked out cooperatively. This would be possible because the school belonged to everyone there. This was done in a tone of frankness and sincerity. This is a judicious and effective approach when the atmosphere is relatively calm--and when the words are backed up by fair policies and actions. Harsher atmospheres require more direct approaches and crisis prevention/resolution strategies.

Faculty and staff should be given to understand that not only is desegregation the law of the land and equal educational

opportunity the constitutional right of every child, but that desegregation is an opportunity for improving education and will be approached that way. Faculty/staff should be made to feel that every feasible administrative effort will be made to support them in their efforts to provide the best possible education for all children. These statements also must be backed up.

Technical assistance should be solicited from Desegregation Assistance Centers and other appropriate agencies before and after desegregation and without waiting for a crisis. Planning for crises should, of course, be done in advance. The Community Services Agency of the U. S. Justice Department should be contacted for technical assistance in this.

Other administrative procedures have been dealt with in other Goal Areas. Especially important is the SD/IE responsibility of the administrator. Responsibilities are usually shared between the superintendent, other CO administrators, and principals for the selection of capable personnel and their having sufficient authority and resources to oversee the planning, preparation, implementation, application, and evaluation of an effective SD/IE program.

In conclusion to Research Question 15, the questions of "what works?" and "why?" are answered as much in how a strategy is implemented as in which strategy is selected. Some observations have been offered in the light of WIEDS staff's findings and experiences, but the best strategy will not work if poorly implemented and a strategy which might not ordinarily work under certain conditions may be successfully adapted. This is one of

the reasons that effective SD/IE is crucial to improving education to desegregated schools; people must be prepared to implement the strategies.

C. Results of SD/IE Analysis, Findings, and Outcomes.

1. Introduction.

The twelve SD/IE plans/programs selected for evaluation by the WIEDS staff have been analyzed in accordance with the WIEDS Model for Evaluating SD/IE (Figure 2, p. 23). The findings are reported here, organized by elements and processes under each of the five components: (1) planning, (2) preparation, (3) implementation, (4) application, and (5) evaluation. Following these are sections on general observations, syntheses, implications, recommendations, and conclusions.

2. Analysis, Findings, and Outcomes.

a. Components, Elements, and Processes.

1) Planning.

a) Identify Planning Team

Other than in implementation, participant involvement was most evident in the planning component. Each of the twelve districts used, to some extent, a planner-participant committee. Committee composition varied, but typically they included some mixture of teachers, principals, central office administrators, area/subject coordinators, and other certified personnel. Some committees included, at least from time to time, parents, students, and non-certified personnel, and they occasionally met with outside consultants. ESAA advisory committee

composition was specifically balanced by federal guidelines as to race, sex, teacher, parent, student, and other representational factors. SD/IE committees typically were headed, or at least guided, by a central office level administrator with SD/IE responsibilities.

b) Needs Assessment

Usually it was the SD/IE administrator who developed or otherwise provided the needs assessment instrument. Committees seldom had input about the needs assessment instrument, but they usually were involved in evaluating and prioritizing the staff and program needs as determined by administration of the instrument. Ten of the twelve districts used a formal needs assessment instrument. The other two relied on informal expressions of needs, sometimes using principals as assessment conduits. All of the formal instruments attempted to assess knowledge and skills needs; four included attitudes and other affective factors as well.

On the basis of data available, it is difficult to determine to what extent students' needs were assessed or to what extent perceived needs of students influenced the planning of SD/IE. Each of the twelve plans/programs analyzed, however, stated or implied that SD/IE was to enable participants to be more effective in meeting needs of students.

In most of the districts surveyed, prioritization of needs was part of the assessment process. Two others included it in the process of defining goals (below).

c) Target Audience

Participant selection in the twelve LEAs was by by group rather than by individual. The Texas statuatory requirement of SD/IE for total school staff simplified targeting in that state. Selected SD/IE plans/programs of LEAs in other states were also generally inclusive. ESAA funded SD/IE included all the staffs of schools who would be receiving students as a result of reassignment to reduce racial isolation in the district. The ESAA activities, and a few non-ESAA workshops included students and parents.

d) Define Goals.

Each of the twelve sites defined goals. Some were short-term based more or less on assessed need, others stated longer range goals with more philosophical content, and some districts stated a mixture of both. Most of the shorter range goals were predicated on perceived teacher needs in teaching academic skills. All of the ESAA programs and a few of the others included affective goals in race relations/human relations areas.

e) Specify Objectives/Behavior Outcomes/Attitude Outcomes

In most of the SD/IE plans/programs analyzed, the objectives reflected the defined goals and perceived needs. Specificity ranged from quite general to measurably behavioral. Some appeared to be activities rather than objectives and would be difficult to measure.

f) Select Content.

Three of the LEAs offered the participants a number of choices. Three others offered no choices. The other six ranged in between. These latter nine included three with specific themes and two others with slightly more general themes, all relating to curriculum and instruction concerns. Most of these dealt with the cognitive domain, though some included a workshop on a topic such as classroom management, positive discipline, or positive communication. Generally, the more affectively oriented content was offered in those programs with more options for participants. These included more of the workshops on magic circle, reality therapy, values education, and vahavior modification.

Although most of the LEAs included human relations and/or race relations in goals or general objectives, these were not well represented in SD/IE content. Ten of the districts offered bilingual and/or English as a second language workshops for selected participants. Multicultural education, ethnic awareness, sex role awareness, and class awareness topics were rare. In two districts, the only mention of "multicultural" was in a "Bilingual/Multicultural" workshop in each. Most of the race/human relations content was in ESAA programs.

g) Design Strategies.

Other than through participant input through needs assessment, only four of the twelve plans/programs

indicated any strategies to accomplish the objectives of the program. Others evidently trusted in the leaders/consultants to devise strategies at the workshop level, knowing their assembled participants well enough to choose groupings, methodology, materials, and modes, and to establish a suitable environment for them.

h) Develop Timelines.

The amount and quality of consideration of factors such as stages of desegregation implementation varied considerably from district to district. These considerations were most evident in the ESAA program planning, but they were seen in the well-conceived timelines of about half of the other programs as well.

i) Specify Communication/Publicity Efforts

Each of the twelve districts provided individual staff members with at least a SD/IE schedule. Most included related information, including such items as evaluation summaries of the previous year's programs, changes in format, and highlights of the coming season. At some point shortly before a workshop, most of the districts provided participants with a workshop reminder and agenda with updated information about presentors, materials, times, and places. Seven of the sites indicated that they made it a practice to provide public media, usually local newspapers, with press releases containing information about the SD/IE. Some said they provided these both before and after the activity.

j) Design Overall Evaluation.

A design of overall evaluation was included in eight of the twelve SD/IE plans/programs. The other four indicated none. The designs ranged from a simple Likert scale with about ten questions to pre-post instruments for computerization. This was generally developed or otherwise provided by the SD/IE administrator.

k) Decision/Approval

The "okay" or "go ahead" for each of the twelve programs was by the superintendent, an assistant superintendent, or an ESAA program director.

2) Preparation.

Elements of the preparation component for each of the twelve LEAs plans/programs analyzed, tended to be logically influenced by plans made in the previous component. Preparation was made or directed by the respective SD/IE individuals or offices, but there was no general consistency in the processes used.

a) Participant Identification/Selection/Notification.

Participant identification, selection, and notification in the preparation stage followed the planning stage's audience targeting. For this element of preparation, the process was simplified; readily identifiable groups of personnel--total staff of a district/school/schools/ all teachers of a district/school/schools, or specific grade level/specialty/subject area were selected. Notification was in the form of a printed workshop agenda, SD/IE

schedule, or more elaborate booklet containing schedules, agendas, goals, needs assessment results, objectives, activities, evaluation forms, information about alternative means of fulfilling SD/IE requirements, and other related items.

b) Pre-Assessment.

Three of the twelve LEAs had no participant pre-assessment at all. Three others indicated that this element was taken care of through needs assessment. Two others said that no pre-assessment was necessary other than the participants' own felt needs and their selection of workshops to attend from the variety offered. Three others used lengthy checklists with encouragement for participants to assess their needs in skills, attitudes, and knowledge frankly and anonymously. Some districts provided no pre-assessment except for participants involved in ESAA SD/IE programs.

c) Describe Kinds of Participation, Specify Activities, Select Methods, Materials, and Equipment.

Some districts provided descriptions and accounts of participation and activity only for ESAA program participants. Two provided no information of this kind. Another had a terse list with the SD/IE schedule. Most described activities and kinds of participation to the point that a participant would probably have at least a general idea of what to expect. Four of them included sufficiently detailed descriptions that, when considered with stated objectives, probably led participants to have definite

expectations about their involvement in the individual workshops. A few provided clues by requesting participants to bring certain materials. Eight of the districts left it to the workshop leaders to decide what activities, kinds of participation, methods, materials, and equipment would best accomplish the objectives of that SD/IE session, and in four of these no advance information about these elements was provided participants.

d) Leader/Consultant Selection.

The processes of leader/consultant selection differed greatly among the twelve sites. Most of the selection processes included formal consideration of participant or committee recommendations. Several leaders, however, were pre-selected by the nature of their jobs in the district. A coordinator for secondary social studies, for example, might have been selected by district administrators for special conference or workshop training at district expense and was in turn expected to train others in the district. The element of content selection from the planning component was usually an important factor in leader/consultant selection. Since the content area more often selected than any one other was familiarization of teachers with a new textbook or some other curricular materials, leaders were more often selected for knowledge of this subject. This provided a budget advantage to the school district, as the workshop leader could be one of their own subject area coordinators or a representative of the publishing company

from whom the curricular material was bought. Usually neither involved outlay of consultant fees. Other sources of gratis consultants were business, governmental, or church-related agencies or state or federally funded projects.

The processes of leader/consultant selection were as varied as the organizational tables of the site districts. In some, staff-faculty committees had major selection responsibilities, in others they did not; building principals had a key role in leader selection in some LEAs, not so in others; in some, area directors/department heads were the major conduits; in ESAA programs, the program director and staff made the most important decisions about leader/consultant selection. In all of the sites, however, the authority for final approval and, where appropriate, entering into an agreement was the responsibility of a central office administrator with appropriate authority for such agreements.

e) Time and Site Location.

Time and location arrangements were made quite similarly to consultant arrangements, with certain restrictions prevailing because of finite resources of time, space, and funds. With the exception of a relatively few after-school and Saturday sessions, the SD/IE days were entered on the school calendar before the school year began. Only three sites have a facility such as a teacher center, and these are not large enough to accommodate

all teachers or staff on a district-wide SD/IE day. All LEA SD/IE contact persons indicated their sensitivity to the influence of timing, location, and atmosphere and that they did the best they could under the circumstances to make these as conducive to effective SD/IE as possible.

f) Incentive.

According to the LEAs surveyed, SD/IE incentive is becoming increasingly burdensome, especially in the Texas schools, where state law stipulates that five days (at least 35 hours) be provided for SD/IE. Typically, SD/IE functions are scheduled on school time. The twelve sites reported that released time and the staff's desire to improve skills were the two most important incentives they had. Those LEAs with ESAA funds available, used them to hire substitute teachers, thus providing released time for teachers, or for stipends to participants attending after school and/or Saturdays.

g) Design Specific Evaluations.

In all but two of the twelve sites, SD/IE personnel indicated that they designed specific evaluations for SD/IE activities. In the evaluation instruments provided, however, three of them were rudimentary checklists. Only three others indicated that they conducted any evaluation of whether the SD/IE activity resulted in any participant behavior or attitude changes and whether this proved of any benefit to pupils.

3) Implementation.

a) Levels of Participation and Grouping.

With the exception of ESAA activities, SD/IE in the twelve LEAs was typically implemented district-wide. ESAA SD/IE was generally organized for the building level in the targeted schools. Grouping for ESAA activities was far more likely to include parents and students, meeting in large groups and sometimes in small cross section groups, including proportional representation of students, parents, teachers, non-certified staff, building and central office staff and other certified staff, as well as ethnicity.

In almost all of the non-ESAA SD/IE, participation was according to subject area or multi-subject elementary designation, and grouping was according to grade level. Three programs offered general interest workshops which cut across subject-matter lines, dealing with instructional techniques or discipline and other human relations concerns.

b) Strategy Usage.

Some of the levels of participation and especially the grouping may be considered strategy, reflecting efforts to accomplish goals and/or objectives of the program. Those seeking home-school cooperation more often included parents; those calling for positive communication between staff and students more often included students; those with race relations concerns more often reflected ethnic representation in grouping, and so on. Strategies often

reflected efforts to build a spirit of unity, cooperation, and school and/or community pride.

Other strategy-related objectives were more obvious, as indicated in such workshop titles or activities as "various strategies for improving ability to..." and "various strategies for motivating...."

c) Activities.

Activities varied greatly from workshop to workshop, generally being selected by individual presentors. Experiential activities were offered in few workshops. Frequently it was difficult to determine, but some activities evidently provided processes appropriate to the content and objectives, and the "medium" was consistent with the "message," for example, role play and role reversal activities in race relations and communications workshops.

d) Environment.

All SD/IE activities were held in district facilities, almost all in school buildings. Without visitation during implementation, no environment analysis other than that in the planning component is attempted.

e) Alternatives Provided.

As far as workshop options offered, the alternatives ranged from none to numerous. More choices were provided in the needs assessment stage than in the implementation. Some of the districts' needs assessments were selections of workshop topics from prepared lists, with space provided

under a heading of "additional suggestions." It was generally the responsibility of the SD/IE committees to compile totals of requests and suggestions and from these a number of workshops offered.

Seven of the districts made formal provision for some type of equivalency alternatives such as courses, conferences, workshops, or seminars offered by other agencies. These usually involved completion of a specific form and permission from the staff member's immediate supervisor.

ESAA SD/IE generally provided no alternatives, probably because they were to accomplish specific objectives with a select group of participants.

f) Follow-up Specifications.

Two of the twelve SD/IE plans/programs built in follow-up activities. In one, the SD/IE committee and the primary consultant made brief scheduled visits to each school involved for follow-up sessions. Three said none was planned. One said it would be planned. Two said it was being discussed. Two said follow-up was informal only; one of these said formal follow-up would be provided if enough requested it, but few did. One other said it would be provided as deemed necessary by participants. Another district left that decision to individual departments and few requests for it were made.

g) Evaluation of Experiences (Knowledge, Skills, and Attitudes).

Nine of the SD/IE plans/programs reviewed provided for a pencil and paper form evaluation of one type or another.

Two of these were pre/post. Five included knowledge factors only, two more were for knowledge and skills, and only two others touched on knowledge, skills, and attitudes. One of these last two was also one of the pre/post, using a school sentiment index.

Two programs indicated that evaluation was generally informal, varying according to the wishes of the individual presentors. One of these suggested that any department, school, or program within the district could administer their own formal evaluation and some did. One indicated no formal or informal evaluation was attempted.

4) Application

The two most significant criteria for SD/IE evaluation are: (1) whether the new knowledge, skills, and attitudes are applied in the classroom or other appropriate area, and (2) whether these changes produce desirable effects in students (McDonald, 1976). Five of the twelve SD/IE plans/programs indicated they considered these criteria. One of these four LEAs stated that "selected participants" would be surveyed to determine the effect of specific SD/IE experiences on job performance. Another has begun a pilot study to determine the relationships between SD/IE and classroom behavior.

5) Evaluation

a) Post Assessment

Generally, evaluation received the least emphasis of the five components of the twelve plans/programs analyzed. Four districts had no evaluation plan whatever. Most used a pencil-

paper, Likert scale format, which constituted their total evaluation component.

b) Feedback from Application/Impact.

As indicated under Application (above), only five of the LEAs included any process for even determining whether application of SD/IE learning took place or to try to evaluate impact on students, parents, teachers, or staff. These five also solicited feedback from participants about their post workshop experiences and assessments. One of the five was a plan which did not at that point have a developed instrument or process for evaluating this feedback or impact.

c) Synthesize Pre-Post Impact Findings/State Conclusions, Recommendations/Apply Findings to Future SD/IE plans and Activities.

Only two of the twelve plans/programs went so far as to indicate any synthesis of pre-post impact findings. These were also the only two who stated conclusions and made recommendations about applying their findings to future SD/IE activities. Both of these LEAs had an individual specifically responsible for these evaluation activities, but they had assistance from other people, in a committee framework, for the synthesis, conclusions, and recommendations.

d) Disseminate Reports of SD/IE Efforts.

The scope, sophistication, and timing of report dissemination varied considerably from site to site. Some was done through faculty-staff newsletters. Others received more formal documents indicating summary results of participants' evaluations filled out immediately at the close of SD/IE activities. In two districts, participants received follow-up

information on one year's activities the next year, at the same time they received preliminary information about the coming SD/IE.

b. General Observations and Synthesis of Analyses of Twelve SD/IE Plans/Programs.

1) Planning.

Despite an apparently widespread belief to the contrary as indicated in SD/IE literature (Crockenberg and Clark, 1979), participants have considerable input in the planning component. Teachers especially are consulted about their perceived needs for SD/IE topics. Participants also had input in planning through committee formats in each of the twelve programs.

Those LEAs with an office or at least an individual designated with SD/IE responsibilities apparently planned more systematically than others. There was, however, little long range planning for SD/IE. Content selection was generally traditional, i.e., curriculum and instruction concerns in the cognitive domain.

2) Preparation.

Participant selection also tended to be traditional; several plans/programs provided no SD/IE for anyone other than teachers. More was provided for non-certified personnel, however, than for administrators. Students or parents or other community members were seldom included.

Pre-assessment, as with all aspects of evaluation, was generally overlooked. Most of the leaders/consultants were personnel of the district in which the SD/IE was being held. Other major sources of presentors were state or federally

funded projects or agencies and HEAs. State educational agencies and HEAs were about equally popular sources.

3) Implementation.

Of the many situational designs available for SD/IE, workshops were by far the most widely used. Seven of the twelve districts involved in the study allowed certain alternatives, usually college courses and professional conferences, as well as workshops offered by other agencies. Few experiential activities were provided, and follow-up SD/IE was generally lacking. Most of evaluation which took place in the entire plan/program was in pencil/paper format at the conclusion of this component.

4-5) Application and Evaluation

Most of the plans/programs indicated no provision for determining the two most significant criteria for SD/IE evaluation: (1) whether the new knowledge, skills, and attitudes are applied in the classroom or other appropriate area, and (2) whether these changes produce desirable effects in students. SD/IE programs with systematic, sophisticated evaluation components are relatively few. Tests to allow analysis of discrepancies between stated goals and objectives and actual outcomes were rare. Thus, strengths and weaknesses of programs are difficult to assess.

c. Emergency School Aid Act

ESAA projects were among the most thoroughly planned, prepared, and evaluated, and among the most effectively implemented of programs. Probably a major cause of this was the fact that the

ESAA programs, as one other of the most promising of those analyzed, were written as proposals which were expected to be of high quality in order to be funded. Even so, analysis of ESAA and other of the more promising programs discloses elements and processes in need of improvement. This is indicated primarily in the implementation, application, and evaluation components.

Because of the ESAA was enacted to provide financial assistance for relieving problems associated with public school desegregation and/or for the reduction of minority group isolation (National Advisory Council on Equality of Educational Opportunity, September, 1979), it is not surprising that those programs have more desegregation/race relations/bilingual education content. The disappointment lies in the finding of so little such content in the other programs studied.

d. Desegregation/Integration and Bilingual Content.

Of the twelve sites whose SD/IE programs/plans were analyzed, ten had bilingual/English as a second language (ESL) programs. Eight of these sites' SD/IE programs included bilingual/ESL workshops. Usually this was the extent of any content related to desegregation/integration, or multicultural concerns. Two district programs listed their bilingual workshops as "Bilingual/multicultural," with nothing else "multicultural" offered.

IV. CONCLUSIONS/IMPLICATIONS AND RECOMMENDATIONS

A. Review of Objectives.

In keeping with its long-term (three to five year) goal (re-stated with the "Relationship of Findings to Objectives" above) and its Scope of Work, Project WIEDS has had the following five objectives for the period 12/1/78-11/30/79.

12-1. To conduct an expanded number of selected interviews with students, community persons, teachers, and principals in SEDL region desegregated schools concerning the identification of (a) successful strategies with corresponding demographic characteristics and (b) remaining areas of need.

12-2. To analyze and synthesize interview findings as preparation for specifying the conceptualization of inservice training/staff development guidelines and models design.

12-3. To conduct indepth analyses of selected school desegregation inservice training/staff development programs in the SEDL region.

12-4. To prepare a preliminary set of plans, based on survey and interview findings, for conceptualizing, developing, testing, and refining desegregated school inservice training/staff development guidelines and models.

15-5. To disseminate documents which describe survey and interview findings and implications for developing more effective desegregated school inservice training/staff development guidelines and models.

B. Discussion of Results in Regard to Objectives.

The findings of the WIEDS Project survey, interviews, and SD/IE Analyses are directly related to its long range (three to five year) goal:

> To establish a regional base of information concerning successful strategies and the remaining need areas in desegregated schools as identified by students, community persons (parents included), teachers, principals, and selected central office personnel, in order to conceptualize and produce a set of inservice training/staff development guidelines and models.

The findings are thus also directly related to its objectives to be accomplished during this report period, (1) conducting and analyzing interviews with administrators, teachers, students, and parents and other community members, (2) analyzing selected school SD/IE programs, (3) preparing a preliminary set of plans for conceptualizing, developing, testing and refining desegregated school SD/IE guidelines and models, and (4) disseminating documents which describe WIEDS' survey and interview findings and implications for developing more effective SD/IE.

1. Objective 12-1, concerning the identification of (a) successful strategies and (b) remaining areas of need.

   To conduct an expanded number of selected interviews with students, community persons, teachers, and principals in SEDL region desegregated schools concerning the identification of (a) successful strategies with corresponding demographic characteristics and (b) remaining areas of need.

   a. Successful strategies with corresponding demographic characteristics.

      Further information on perceived successful strategies by the respondents and demographic characteristics is found under Research Questions 1 and 15, Section III.

   b. Remaining areas of need.

      A detailed analysis of problems perceived by the respondents can be found under Research Questions 6, 7, and 8 in Section III.

2. Objective 12-2, concerning interview findings and conceptualization of SD/IE guidelines and models.

   To analyze and synthesize interview findings as preparation for specifying the conceptualization of inservice training/staff development guidelines and models design.

   Research Questions 9 and 10 in section III treat content areas and implication trends based on survey/interview findings for the conceptualization of SD/IE guidelines and models.

3. Objective 12-3, concerning analyses of SD/IE programs.

> To conduct indepth analyses of selected school desegregation inservice training/staff development programs in the SEDL region.

Twelve SD/IE plans/programs were selected from LEAs in the SEDL region and analyzed. One of the major findings of this study is that there are few SD/IE programs in the region which include significant desegregation/integration content. Further discussion of the results of the analysis is in Section III-C (above).

4. Objective 12-4.

> To prepare a preliminary set of plans, based on survey and interview findings, for conceptualizing, developing, testing, and refining desegregated school inservice training/staff development guidelines and models.

Based upon the WIEDS' survey and interviews, as well as in the districts' own reports, administrators, teachers, students, and parents and other community representatives of the six-state SEDL Region (Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas) have indicated some important school desegregation-related areas of need and ways to meet these needs. Although specific problems and proposed solutions vary from district to district, and indeed from school to school, a sufficient data base has been established to identify remaining needs and approaches to meeting these needs. The areas in which needs were stated include: (1) cultural awareness, (2) human relations, (3) curriculum integration, (4) pupil self-concept, motivation, and discipline, (5) dropouts/ expulsions/ suspensions, (6) teaching methods and learning styles, (7) parental involvement, (8) resegregation, (9) segregation within the classroom and extracurricular activities, and (10) the relationship between bilingual education and desegregation. These findings are

further substantiated in an analysis of staff development/inservice education (SD/IE) efforts in selected desegregated schools. Desegregation and SD/IE literature and the WIEDS studies and staff's experience indicate that such problems can best be dealt with through more effective staff development/inservice education efforts.

To help meet those needs, WIEDS has prepared the following preliminary plans based on survey and interview findings, SD/IE plan/program evaluations, and desegregation and SD/IE literature analyses, for conceptualizing, developing, testing, and refining SD/IE guidelines and models. The steps of the plan are for the most part sequential, but in some instances more than one step would be in progress at the same time:

(1) Review and synthesize literature of SD/IE.

(2) Identify and compile information about models and guidelines in desegregated and non-desegregated school settings.

(3) Analyze WIEDS data base and experience for new concepts of SD/IE models and guidelines.

(4) Synthesize concepts from literature review, existing models and guidelines and WIEDS data base and experience.

(5) Draft prototype models and guidelines for SD/IE.

(6) Develop criteria for selection of sites to test models and guidelines in desegregated schools with various conditions.

(7) Develop instruments for evaluating SD/IE models and guidelines.

(8) Select test-site schools and arrange for pilot testing of models and guidelines.

(9) Test models and guidelines in selected schools.

(10) Conduct observations of models and guidelines' effects at test-site schools.

(11) Conduct selected interviews/informal talks with administrators, teachers, students, and parents and other community representatives at test sites.

(12) Monitor the collection and processing of formative evaluation data with respect to training guidelines and models' development.

(13) Analyze findings from test sites.

(14) Incorporate appropriate revisions of SD/IE models and guidelines, based upon evaluation findings.

(15) Write final draft of prototype for SD/IE models and guidelines.

5. Objective 12-5, concerning dissemination.

To disseminate documents which describe survey and interview findings and implications for developing more effective desegregated school inservice training/staff development guidelines and models.

Five kinds of dissemination efforts are underway at SEDL: (1) participation in the NIE Regional Exchange Program, (2) liaison with publishers in order to achieve mass distribution or readership, (3) communications activities, (4) product/program briefings and (5) individual program dissemination efforts. Participation in the Regional Exchange Program, part of NIE's national network, was undertaken in conjunction with SEA's in Arkansas, Louisiana, Mississippi, New Mexico, Oklahoma, and Texas. Its two primary functions are (1) information exchange/feed-forward, and (2) linkage training. Three methods are utilized to make products and research findings available for mass distribution or readership. First, there are contacts with commercial publishers. Second, contacts are made with non-profit organizations. Third, listings of SEDL reports and products in ERIC, and the NIE listings are reviewed. General communications activities include in-house publications and the dissemination of brochures and flyers describing SEDL products and services. Briefings for key members of SEDL's constituency are held regularly at the federal, regional, and state levels.

The primary purpose of this section is to describe a fourth area of dissemination activities--individual program dissemination efforts--as they relate to Project WIEDS. Project WIEDS will utilize the following dissemination efforts in order to provide information to the following groups: (1) school district personnel; (2) national, regional, state, and local education agencies; (3) community persons or organizations; (4) teachers, administrators, etc. involved with school desegregation; (5) social, behavioral and educational researchers; (6) other interested agencies and persons.

Project WIEDS has prepared a dissemination plan worked out in meetings of the SEDL Regional Exchange and Project WIEDS. To disseminate results of the WIEDS studies to appropriate audiences outside the SEDL Region, the following activities are planned.

a. Formal Presentations and Publications

A presentation about Project WIEDS was made before the second National Urban Education Conference co-sponsored by CEMREL and the Milwaukee Public Schools. July 9-13, 1979, in Milwaukee, Wisconsin. These papers are being published and disseminated by CEMREL.

Three proposals have been submitted and accepted for presentations about Project WIEDS in the 1980 Annual Meeting of the American Educational Research Association. These presentations will not only be read before the AERA, but will also be published in the American Education Research Journal.

Other opportunities for presentations are being pursued.

b. Information Clearinghouses

The WIEDS staff has already filed its 1978 Final Report and its 1978 Executive Summary with the Educational Resources

Information Center (ERIC) Clearinghouse on Urban Education and the 1978 Executive Summary with the Resource and Referral Service. An Executive Summary of the 1979 Final Report will also be filed with these two clearinghouses and with the National Clearinghouse for Bilingual Education.

c. Council for Educational Development and Research and Regional Exchanges

A copy of the Executive Summary of the 1979 Final Report will be submitted to the Council for Educational Development and Research (CEDaR) and to each of the seventeen Research and Development Centers and Regional Educational Laboratories. The Regional Exchanges associated with the centers and laboratories have widespread regional circulation. The R & D Report of the SEDL Region, for example, is mailed to 717 individuals and agencies representing all aspects of education: HEAs, SEAs, LEAs, the 22 Education Service Centers in Texas, education associations, education editors of newspapers, and others interested and involved in education. Many of these individuals and agencies are particularly concerned about desegregation, bilingual and multicultural education, and SD/IE. Examples of these are: Tribal Education Coordinator, Mescalero Apache Tribe, Mescalero, New Mexico; Communications/ Information Section, State Department of Education, Oklahoma City, Oklahoma; Chairman of the Department of Elementary Education, East Texas State University; Professor of Education/Director of Teacher Corps, University of Oklahoma; Superintendent of Catholic Schools, Archdiocese of San Antonio (TX) Schools; Director of Student Field Experience, University of Texas, Austin; Assistant Superintendent, Bryant Public Schools, Bryant, Arkansas; Educational Consultant,

Educational Planning/Evaluation Services, Magnolia, Arkansas; Director of Bilingual Education, Southwest Texas State University, San Marcos, Texas; Quest Committee, Jefferson Federation of Teachers, Metairie, Louisiana; Director, Boston Mountain Educational Coop., Prairie Grove, Arkansas; National Education Task Force de la Raza, University of New Mexico, Albuquerque, N.M.

d. Journals.

WIEDS Executive Summaries will be sent to education journals which announce results of significant educational research. Generally, these journals are of three different orientations: (1) general education, (2) educational research, and (3) equal educational opportunity, though they frequently overlap.

1) General education journals include those published by state and other education associations. Examples of these are the Texas State Teachers Association's Outlook, and the Association for Curriculum and Development's Educational Leadership.

2) Those education journals more oriented to research include Phi Beta Kappa's Phi Beta Kappan, and several published by schools of education, as the Teachers College Record (Columbia University) and Journal of Negro Education (Howard University). La Red/The Net serves the function of announcing research and development activities especially concerned with Hispanic education.

3) Important journals stressing equal educational opportunity developments are Integrateducation and Progress: A Report of Desegregation Trends in the States.

e. Federal, Regional, State, Local Agencies.

Direct dissemination is planned to appropriate education agencies at various levels. Those at the regional level with

responsibilities outside the SEDL region will be informed of the results of the WIEDS' study. These include each of the twelve federal Offices for Civil Rights, and the 33 federally-funded Desegregation Assistance Centers (DACs): 14 Race DACs, 9 National Origin DACs, and 10 Sex DACs.

Each State Education Agency will receive WIEDS' Executive Summary.

These state and federal regional agencies are also to be contacted for a mailing list of LEAs involved, or are apt to be involved, within a year, in desegregation. These LEAs will also be sent an Executive Summary and other appropriate information about WIEDS Project findings. The 39 LEAs which agreed to participate in the WIEDS SD/IE analysis will also receive direct mailings.

f. Education Associations

Included among the professional education associations which will receive an Executive Summary of the 1979 Final Report are:

National Education Association
National Education Association--Black Caucus
American Federation of Teachers
Association of Supervisors and Curriculum Development
American Association of Colleges of Teacher Education
National Council for Accreditation of Teacher Education
State Education Associations/Associations of School Administrators/Associations of School Boards
National Council of States on Inservice Education
National Council of Urban Education Association

C. Disagreement/Agreement with Other Results.

The results of the WIEDS interviews are generally consistent with those of its survey phase, but there is some disagreement. In three of the eight goal areas there was agreement of findings of what were the most frequently used strategies. Indications are, however, that there was more agreement on which were the most effective.

In Goal Area I, the desegregation of faculty/staff strategy found most effective in the survey was increasing the number of minority staff. The most frequently used strategy by the interview LEAs, and probably by most districts, was reassignment of staff/faculty. Evidently, however, especially in terms of positive race relations, the more successful technique in the interview schools was hiring additional minority staff. Possible benefits from this strategy include: (1) an opportunity for more multicultural perspective in the schools, (2) more opportunities for students to see minorities in positions of responsibility and authority, thus supporting a more positive self-concept for the minority children, and (3) increased minority community support for desegregation/integration.

In Goal Area II, promotion of parental involvement and/or communication with the community, the most successful strategy in both the survey and interviews was use of a district/community liaison person or advisory group. Liaison with law officials was considered the most significant strategy for crisis resolution in Goal Area III. For crisis prevention the respondents favored administrators' working directly but informally with the people involved. Data from the interviews indicate that SD/IE, multicultural perspective, and race relations strategies can also be effective in preventing crises.

Use of multicultural materials was most frequently cited for effective infusion of multicultural perspective (Goal Area IV) into the schools. Interview data indicate, however, that use of these materials did not permeate all schools, and that multicultural audio-visual materials were frequently not easily accessible for teachers.

To promote compensatory education for minority children (Goal Area V) survey respondents showed that their popular and most effective strategy was an increased number of teacher aides. This is probably not in disagreement with the finding that the interview schools found the use of Title I most effective, because many of them used a large part of those Title funds to hire teacher aides.

For Goal Area VI, promotion of positive race relations, survey and interview respondents disagreed about what was the most effective strategy. Survey CO administrators said that they found it to be minority participation in extracurricular activities. Interviewees said that for their situations it was more important to work directly on improvement of teacher/staff/students' attitudes and their concerns for racial issues.

Survey data show that those districts' most effective SD/IE activity to facilitate desegregation/integration (Goal Area VII) was classroom management training. Interview respondents preferred training for use of multicultural-bilingual materials, cultural awareness, and communication skills. As far as effects on race relations and group support for desegregation, communications skills training was evidently most effective.

Two findings that were not possible through the format of surveying CO administrators was afforded by interviewing administrators, faculty, students, and parents and by analyzing SD/IE programs. By interviews

and program analysis it was found that (1) considerable improvement is needed in all components of SD/IE so it can be more effective, and (2) SD/IE has little desegregation/integration-related content and must include much more in order to improve education in desegregated schools.

In Goal Area VIII, administrative procedures to facilitate desegregation/integration, both survey and interview CO administrators used federal program funds. Survey districts made proportionally greater use of Emergency School Aid Act money and interview districts used both ESAA and Title I funds.

D. Generalizations and Implications for Future Research and Action.

It seems clear, from the WIEDS Project (1) review of desegregation and SD/IE literature, (2) analysis of U. S. Commission on Civil Rights desegregation case studies and NIE Desegregated Schools Ethnographies, (3) survey and interview results, and (4) analysis of SD/IE programs, that there is a significant lack of effective SD/IE planning, implementation, and evaluation, and an even greater lack of attention to desegregation/integration and bilingual education. This is evidently true in the nation generally, as it is in the SEDL region.

When Gregory R. Anrig, Massachusetts Commissioner of Education, challenged state education leaders to take the lead in desegregation, he could have been talking to local leaders, in the SEDL region or anywhere, as well:

> It isn't easy. It isn't popular. There is little company out on the end of the political limb. But nothing in the Constitution says that the right to equal treatment under law depends on group consensus (Progress, Fall 1978).

There is no general public understanding of what constitutes equal educational opportunities, thus there is no general public commitment to equal

educational opportunities. Until there is such understanding and commitment, it will continue to be difficult for educational leaders to implement desegregation and integration. It would help if the leaders themselves understood and were committed to equal educational opportunity. Apparently few understand, as Mr. Anrig does, that "there is a need to promote quality integrated education once desegregation has been accomplished." Anrig is one of the relatively few promoting the realization that "desegregation is but the beginning of what should be a process of education improvement" for minority and Anglo children alike (Progress, Fall 1978).

The 1979-1980 Joint Annual Convention of the Texas Association of School Boards and the Texas Association of School Administrators (TASB-TASA) provides a case in point. Its theme was "Educational Leadership for the 1980's," and its "Welcome" to participants reminded them that they are the "top appointed and elected educational decision-makers" in their communities and that they "must be initiators and implementors of programs which will provide" students with an "educational background second to none." To help prepare these leaders for their responsibility in accomplishment of this goal, the conference provided them "with the state's foremost forum on public education." It is apparent from the content of the conference that its planners believed that what these administrators and board members needed most was, by far, public relations instruction from public relations presentors. Included among mini-clinic topics was one on how "to explain declining test scores to the public and come out looking good." Other sessions dealt with public relations and finance, as how to pass a school bond issue. Almost as many topics were devoted to the educational leaders' reacting to legis-

lative acts and judicial decisions indicating what are the schools' responsibilities to children.

By the absence of certain content from the TASB-TASA convention, it is also evident what its planners felt was not a need of these educational leaders, or at least not a high priority need. There were no sessions offered on desegregation, integration, equal educational opportunity, nor multicultural education content other than a bilingual topic included as part of a presentation by a SEDL team.*

This is not to say that Texas is alone in such prioritizing by school leaders. In 1978 the National Center for Educational Statistics published results of a sampling poll of administrators around the country which indicated that of fourteen topics, finance was their greatest concern, curriculum was near the bottom, and civil rights at the bottom. From the administrators' and board members' points of view, they must have money in order to operate the schools, and they must have support of the voters and taxpayers to have money and jobs. And administrators' concerns about declining confidence in the schools and declining public willingness to finance schools, at the levels education leaders want, are well founded (as indicated, for example, in the "Annual Gallup Poll of the Public's Attitude Toward Public Schools" in Phi Delta Kappan, issues 1969-1979). The interrelated issues of equality of educational opportunity and quality of education are an important part of a growing sense of general urgency about the nation's public schools.

* This is not to be construed as implying that school public relations people are insensitive to desegregation or other student rights. For example, The National School Public Relations Association has published Desegregation: How Schools Are Meeting Historic Challenge (1973), one of the best earlier handbooks for school and community members, as well as Student Rights... (1976) and others.

Probably many administrators are not willing to concern themselves about desegregation/integration or more effective SD/IE until they are forced to do so, or they feel that they have general public support for them, or they are convinced that the costs (political as well as financial) are more than offset by benefits.

The implications for WIEDS and other desegregation projects in this situation are four: (1) disseminate, as widely as practical, information about the benefits of desegregation and integration, (2) develop guidelines and models to make effective SD/IE to facilitate desegregation/integration as easily accomplished as possible, (3) provide technical assistance to staffs of appropriate SEAs and regional agencies to facilitate desegregation/integration, and (4) expand research and action to promote and facilitate desegregation/integration, bilingual education, and other multicultural education concerns as indicated in the "Recommendations for Future Research and Action" below.

Unless these areas of research and action are attended to, most districts will continue with "inexpensive," though not necessarily cost effective, traditional, convenient, one-shot workshops which require little thought or effort, and which may provide teachers with something they can "do Monday" and perhaps even some lesson plans to go with the new textbook. Most administrators and parents and other community members apparently believe that their schools are at least sufficiently "desegregated," and they have little or no concept that there is anything else that can be done to improve school conditions and relations after desegregation has taken place.

WIEDS data is only one of many reliable sources that strongly points to a pressing need for more SD/IE and teacher training in areas of

cultural awareness, human relations, training for evaluation and use of multi-ethnic and bilingual materials. The question is raised, "How can teachers who had no prior training or experience with culturally and linguistically different children be expected to cope with these children?" WIEDS' interview findings indicate that bilingual education (BE) programs are in effect a "part" of the curriculum and instructional programs in those areas where there are concentrated populations of Hispanics. But questions are raised concerning district goals, public policy, staffing, compliance with Lau vs. Nichols, and lastly, possible conflict with desegregation when it is not incorporated in a court-ordered plan and there are more than 8,000 Hispanic students in that district.

One teacher, who was interviewed had been in an all-minority elementary school prior to desegregation and taught bilingual education, stated that after the court order, he was reassigned to a previously all-white school where the majority of the students were still white. A sprinkling of Hispanics were bused in, but unfortunately not enough to maintain a bilingual "program" per se. That portion of his time once devoted to teaching BE was now divided up among electives such as PE, music, and art. This same teacher also said that there was a need to hire more minority teachers. This is only one example of several who expressed concern about schools' not meeting Hispanic children's needs--cognitively, linguistically, and culturally.

More research into Hispanic education concerns is needed. Hispanics already constitute a major segment of the Southwestern United States and they are the nation's fastest growing population group. The relatively little research as to how desegregation and bilingual education affect them indicates that more study is needed and that SD/IE is needed to

increase awareness of Hispanic culture, cognitive styles, and education needs and goals. Other critical areas in which discrimination is affecting Hispanics, such as mental health, housing, and unemployment are directly related to education and desegregation.

Historically, desegregation has been a black/white issue. But segregation of the linguistically different students (Chinese, Hispanic, and other) has been a part of the educational system in the Southwest for many years. Cases show that these students were "grouped" apart from black and white students in the classrooms and schools (Zirkel, 1976). It was not until 1970, in Cisneros vs. Corpus Christi Independent School District that a federal district court ruled that "Mexican Americans are an identifiable ethnic minority group for the purposes of public school desegregation." In actual desegregation planning, the federal courts would now consider Latino students in determining whether a unitary school system was in operation and would also prohibit school districts from classifying Hispanics as white and then integrating them with blacks to meet court desegregation orders. Therefore, this once neglected area of school policy in many areas of the Southwest is now involving many districts with a high concentration of Hispanics, such as in Texas and New Mexico. More study is needed not only in Hispanic-Anglo desegregation/integration, but in tri-ethnic schools involving blacks and Native Americans as well.

Other research projects involving Hispanics are being done primarily in California. These include the Rand Study and ethnographic research called a "Multicultural School/Environment Study." It is imperative that more research be carried out in the Southwest since it is practically "untouched" in the areas of desegregation, bilingual education, and SD/IE. Overall, the benefits and findings would be of great value to educators, political policy makers, and Hispanics in general.

In bilingual education (BE) since the Elementary/Secondary Education Act in 1968, and especially after the Lau vs. Nichols (1974) decision requiring that limited English speaking or non-English speaking children be taught in their native tongue, countless "experts" in the field, college courses and departments, organizations (local, state, national), and court decisions have grown out of the concept of BE. Bilingual education may raise as many xenophobic fears in many communities as busing and Title IX. For this reason it often becomes necessary to promote BE against the current popular opinion (Gonzalez, 1979).

E. Recommendations for Future Research and Action

Findings from the WIEDS Study imply several significant areas of future research and action. These implications fall into more or less definable categories: (1) Tri/multi-ethnic desegregation, (2) bilingual education and desegregation, (3) SD/IE, (4) general, and (5) implementation.

1. Tri/multi-ethnic desegregation.

The social dynamics are considerably different when there are more than two ethnic groups of significant numbers present in a school than when there are only two. More study is needed on these dynamics and their implications.

1) What actions are most effective in preventing/resolving tensions and promoting understanding among groups involved in tri/multi-ethnic desegregation and integration?

2) Is there validity to the concept of social distance in multi-ethnic desegregation/integration? If so, what are the implications of this?

3) Are there different effects when Hispanics are classified as white than when classified as a separate and distinct racial group? If so, what are the implications of this?

4) What effects can be expected when there are socio-economic status differences within the groups? Between the groups? What are the implications of this?

2. Bilingual education and desegregation/integration.

The emerging Hispanic population, the outcomes and the longevity of BE, and the controversial issue of desegregation should provide an impetus to do further research in such areas as:

1) What is the relationship between BE (Spanish) and successful desegregation strategies.

2) What is the relationship between BE and desegregation when languages/cultures other than Hispanic are involved?

3) Should Black English be considered a language for purposes of BE?

4) What are minority attitudes toward desegregation/BE (such as Hispanic concerns regarding their welfare and stake in the educational arena and in getting equal educational opportunities)?

5) What bilingual/multicultural approaches, techniques, and strategies help teachers most in teaching equitably in bilingual/multicultural groups?

3. Staff Development/Inservice Education.

The WIEDS Study indicates a number of discrepancies which limit the effectiveness of current practices in SD/IE and is the basis for the following recommendations for research and action:

a. Research.

1) What are the existing models for SD/IE?

2) Can any of these models be applied to facilitate effective desegregation/integration?

3) What new models for SD/IE need to be developed?

4) What models are most effective in promoting desegregation/integration?

5) Do different school situations (e.g., size, ethnicity, history of race relations, community setting) need different models?

6) How can these models be effectively evaluated?

7) How can cost effectiveness of SD/IE be determined?

8) What technical assistance is most effective in implementing SD/IE?

b. Action.

1) Development of effective SD/IE models is needed to assist in implementation of desegregation and integration.

2) Technical assistance is needed to train appropriate LEA, SEA, and regional agency personnel for systematic long-range planning, implementation, and evaluation of SD/IE.

3) Dissemination of information, guidelines, and models for SD/IE is needed.

4. General Equal Educational Opportunity.

Other research questions and needs for action which overlap and impinge upon desegregation/integration and bilingual concerns have also been brought to the surface by the WIEDS Study.

a. Research.

1) What are the most effective actions to take to educate the general public about the benefits of desegregation and integration and to involve them in the processes?

2) What are the most effective actions to take to educate non-certified school personnel about the benefits of desegregation and integration and to involve them in the processes?

3) What are the most effective actions to take to sensitize higher education agency staff and faculty, especially of the colleges of education, to the benefits of desegregation and integration and to involve them in the processes?

4) Are minority males the victims of more discrimination than others? If so, what remedies are available to counter this? What new remedies need to be developed?

5) Is shade of skin a factor in discrimination against minorities in schools and classrooms? If so, what remedies are available to counter this?

6) What effect does socio-economic status have in desegregation/integration and bilingual education situations? If discriminatory, what remedies are available to counter this?

7) Is socio-economic status a factor in the hiring and promotion of minority administrators? If so, what remedies are available to counter this?

8) Is sex discrimination a factor in the hiring and promotion of minority administrators? If so, what remedies are available to counter this?

9) To what extent can race, ethnic, socio-economic, sex, and other prejudices in schools be dealt with in the same workshops and other SD/IE activities?

10) Is there a different pattern of years in position and age at time of promotion for minority administrators than for Anglo

administrators? If so, what are the implications of this?

11) Do minority administrators more than Anglo administrators perceive local civil rights groups as exerting more pressure to desegregate schools? If so, what are the implications of this?

12) Do those LEAs with more personally involved minority administrators experience less disruption while implementing desegregation? If so, what are the implications of this?

b. Actions.

1) There is a need to sensitize HEA staff and faculty, particularly those of colleges of education, to the need for multicultural/bilingual education for HEA students.

2) There is a need for technical assistance to help prepare HEA staff and faculty, particularly those of colleges of education, to the need for multicultural/bilingual education of HEA students.

3) There is a need to sensitize SEAs' staffs to the need for multicultural/bilingual education in LEAs.

4) There is a need for technical assistance to help prepare SEA staffs to assist LEAs in implementing multicultural/bilingual education in LEAs.

5) There is a need to sensitize LEA staffs and faculties to the need for multicultural/bilingual education in LEAs.

6) There is a need for technical assistance to help prepare LEA staffs and faculties in implementing multicultural/bilingual education in LEAs.

5. Implementation.

A major product of the research should be, of course, what are the most effective actions to take. In a sense, it must also inquire as to how to get the action taken. After it has been determined what strategies are most effective in promoting positive race relations and a school/classroom atmosphere that is conducive to learning, more effective ways need to be found to get the strategies implemented.

Published research indicates that voluntary desegregation efforts are few, tentative, and generally ineffectual. Apparently, even less is being done to promote integration and effective BE. The questions of when and how to implement each remedy must be considered concomitantly if they are to be answered effectively (Zirkel, 1969).

a. Research.

1) Should there be more court-ordered desegregation, integration, and BE?
2) How can voluntary efforts be promoted and made more effective?
3) Is monitoring necessary?
4) What monitoring is most effective?
5) How can school administrators and board members and the general community best be informed of the benefits of desegregation/integration?
6) What are the existing models for change processes in schools?
7) Can any of these models be applied to facilitate effective desegregation/integration, and bilingual education?
8) What new models for change processes need to be developed for effective implementation of desegregation, integration, and bilingual education?

9) What technical assistance is most effective in promoting a change process to implement desegregation, integration, and bilingual education?

b. Action.

1) Change process models need to be applied to the implementation of desegregation, integration, and bilingual education.

2) Technical assistance is needed to train appropriate LEA, SEA, and regional agency personnel to apply change process models to the implementation of desegregation, integration, and bilingual education.

3) Dissemination of information, guidelines, and models for change is needed.

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APPENDICES:

A. INTERVIEW SCHEDULES.

B. DESEGREGATION PROBLEMS REMAINING.

C. DESEGREGATION PROBLEMS SOLVED.

D. PRINCIPALS' STRATEGIES TO IMPLEMENT DESEGREGATION.

E. OTHER METHODS TO IMPLEMENT DESEGREGATION.

APPENDIX A

INTERVIEW SCHEDULES

State_____ Interviewer_____

District_____ Date of Interview_____

CENTRAL OFFICE STAFF MEMBER INTERVIEW - Summary of Interview

Name of Person Interviewed_____ Code No.:_____

Current Position_____

Previous Position(s) Held_____

_____

_____

Age: 20-29_____ 30-39_____ 40-49_____ Over 50_____

Sex: M_____ F_____

Race: Anglo_____ Black_____ Spanish Surname_____ Other_____

Education: Final Degree_____ Specialization_____

Training Related to Desegregation:_____

_____

Personal involvement in desegregation in this school/district:

Limited_____. General _____. In-depth _____.

INTERVIEWER'S "POINTS-TO-NOTE":

Time:_____

CENTRAL OFFICE STAFF INTERVIEW

A. (Background Information.)

1. For how many years have you been a _____ in this district?

a._____ less than 1 year b._____ 1-2 years c._____ 3-5 years

d._____ 6 to 10 years. e. If over 10 years, exact years _____.

B. (Now, more directly to desegregation...)

1a. What does the term "desegregation" mean to you? (Check each response mentioned.)

_____ (1). End of segregation.

_____ (2). Bringing students of different races/ethnic groups together in schools.

_____ (3). Racial balancing.

_____ (4). Includes teachers and staff as well as students.

_____ (5). People of different races cooperating with and understanding each other.

_____ (6). Busing.

_____ (7). Other (specify):_____

_____.

_____ (8). Other (specify)._____

_____.

1b. Does "desegregation" mean the same thing to you as "integration"? (No "right" or "wrong" answers.)

(1)._____ Yes/ (2)._____ No

(3). How do they differ?

2a. What agency ordered desegregation of this district? (Check each named.)

_____(1). Federal court

_____(2). U.S. Office for Civil Rights

_____(3). U.S. Justice Department

_____(4). Other federal agency (specify):_____

_____(4). State court

_____(5). Other state agency (specify):_____

_____(6). This district

_____(7). Other (specify):_____

2b. What are the goals of desegregation for this district as set by (agency which ordered its desegregation)?

2c. Have these goals been met?

(1)._____Yes/ (2)._____No

(3). If no, why not?

(4). How close is the district to meeting them?

2d. What to you are the goals of desegregation?

(1)._____Same as above/ (2)._____Different from above

2e. Have these goals been met?

(1)._____Yes/ (2)._____No

(3). If no, why not?

(4). How close is the district to meeting them?

3. What has been your personal involvement with the district's desegregation process? (Interviewers will define terms.)

(1)._____Limited/ (2)._____General/ (3)._____Indepth

C. (Community and parent involvement.)

1. When the district first began to desegregate, what was the overall atmosphere in the schools?

a._____Calm/ b._____Mild disruption. c. What was done to resolve it?

d._____Anticipated crisis. e. What was done in preparation?

f._____Crisis. g. What was done to resolve the crisis? h. How effective was it?

2a. What racial groups are present in your community?

	b. Are they more or less supportive of desegregation now than when desegregation began? (Circle one for each)			c. Included in desegregation plan?
	More	Less	Don't Know	
_____(1). Hispanic (specify) _____	M	L	DK	_____
_____(2). Black (Afro-American)	M	L	DK	_____
_____(3). American Indian (specify) _____	M	L	DK	_____
_____(4). White (specify) _____	M	L	DK	_____

3a. We want to find out how your district has promoted community involvement and sought to improve communication with the community. Did the district use:

	Yes	No	b. Was it effective? Very	None	Somewhat
(1). Rumor/information center	Y	N	V	N	S
(2). District/school-community liaison or advisory groups	Y	N	V	N	S
(3). Media use (press release, press conference, interviews, etc.)	Y	N	V	N	S
(4). Written information to parents or others (includes newsletters, other)	Y	N	V	N	S
(5). "Neighborhood coffees"	Y	N	V	N	S
(6). Public forums, specifically arranged to discuss desegregation	Y	N	V	N	S
(7). Speaking to church/social or other groups	Y	N	V	N	S
(8). Community liaison workers	Y	N	V	N	S
(9). Human relations or other training for parents/community	Y	N	V	N	S
(10). Community centers in schools	Y	N	V	N	S

D. Now, I am going to ask you some questions about the methods used here in this district to implement desegregation/integration with staff, faculty, and students.

1a. Was teacher/staff reassignment used in this district to help desegregate faculty within your schools?

	Yes	No	d. How well has it worked?
a. (method above)	Y	N	e. Any problems?
Did your district b. Increase the number of minority staff?	Y	N	
How about c. Any other (specify)? _____	Y	N	

2a. We want to know what staff development activities the central office has provided school personnel to assist them in implementing desegregation; has the district provided:

	Yes	No	b. Hours in training	c. Who attended? CO-Pr-T-C-NC-Pa-S	d. (Grades)
(1). Training for evaluation and use of multiethnic materials	Y	N	_____	CO Pr T C NC Pa S	___
(2). Communications skills training	Y	N	_____	CO Pr T C NC Pa S	___
(3). Training in cultural awareness, stereotyping	Y	N	_____	CO Pr T C NC Pa S	___
(4). Training in ethnic linguistic patterns	Y	N	_____	CO Pr T C NC Pa S	___
(5). Training for evaluation and use of bilingual materials	Y	N	_____	CO Pr T C NC Pa S	___
(6). Classroom management training	Y	N	_____	CO Pr T C NC Pa S	___
(7). Disciplinary skills training	Y	N	_____	CO Pr T C NC Pa S	___
(8). Behavior modification training	Y	N	_____	CO Pr T C NC Pa S	___
(9). Teaching effectiveness training	Y	N	_____	CO Pr T C NC Pa S	___
(10). Leadership effectiveness training	Y	N	_____	CO Pr T C NC Pa S	___
(11). Values clarification training	Y	N	_____	CO Pr T C NC Pa S	___
(12). Reality therapy training	Y	N	_____	CO Pr T C NC Pa S	___

	Yes	No	(Hours in training)	(Who attended?) CO-Pr-T-C-NC-Pa-S	(Grades)
(13). Other (specify)	Y	N	_____	CO Pr T C NC Pa S	___
(14). Other (specify)	Y	N	_____	CO Pr T C NC Pa S	___
(15). Other (specify)	Y	N	_____	CO Pr T C NC Pa S	___

2e. Was the desegregation inservice specified in the desegregation plan?

(1)._____ All/ (2)._____ Only part/ (3)._____ None

2f. Who initiated inservice?

_____(1). Central Office

_____(2). Principals

_____(3). Teachers

_____(4). Committee

_____(5). Other (specify)

2g. If committee, who comprises it?

2h. Who planned the desegregation inservice?

_____(1). District level

_____(2). Principals

_____(3). Teachers

_____(4). Outside consultant(s)

_____(5). Committee

_____(6). Other (specify)

2i. If committee planned, who comprises it?

2j. Who conducted the inservice?

_____(1). Central Office personnel (specify)

_____(2). Personnel in building where conducted

_____(3). Other district personnel (specify)

_____(4). Outside consultant(s)

_____(5). Other (specify)

2k. How are qualified presentors selected to conduct inservice?

2l. How was the inservice evaluated?

2m. How have students benefitted from the staff development?

2n. What other staff development activities has the district considered and not provided? 2o. Why not?

2p. What other staff development activities might the district provide in the near future (this year or next)?

3a. As a result of desegregation, has your district initiated a bilingual curriculum?

		b. Did this help in your desegregation efforts?		c. Part of desegregation plan?	
	Yes	No	Yes	No	Yes	No
(1). Bilingual curriculum	Y	N	Y	N	Y	N
(2). Multicultural curriculum	Y	N	Y	N	Y	N
(3). Compensatory education	Y	N	Y	N	Y	N
(4). Promoted celebration of ethnic holidays	Y	N	Y	N	Y	N
(5). Promoted desegregation of extracurricular activities	Y	N	Y	N	Y	N
(6). Other (specify)	Y	N	Y	N	Y	N

4a. Would you say that students of different races in your district get along very well, satisfactorily, or not well at all?

	Very well	Satisfactorily	Not well
(1). Students/students	VW	S	NW
How about (2). Students and teachers of different races?	VW	S	NW
(3). Teachers/teachers	VW	S	NW
(4). Teachers/parents	VW	S	NW

	Very well	Satisfactorily	Not well
(5). Administrators/students	VW	S	NW
(6). Administrators/teachers	VW	S	NW
(7). Administrators/parents	VW	S	NW

4b. (If more than two racial groups are involved in the desegregation plan.)

(1-a). Are students' race relations better between any two groups than any two? (1-b). Which two groups have the best relations? (1-c). Which the worst? (1-d). What causes this?

(2-a). Does any minority group seem to have more difficulty with desegregation than others? (2-b). If so, whom? (2-c). Why does this situation exist?

5. Has the district taken any specific action to improve race relations among different groups?

a. _____No

b. _____Yes c. Please describe these actions

6a. Has district policy about discipline changed as a result of desegregation?

(1)._____No/ (2)._____Yes (3). How?

6b. Since desegregation began, has there been more, fewer, or the same number of suspensions?

	More	Fewer	Same	Don't Know
(1). Suspensions	M	F	S	DK
(2). Expulsions	M	F	S	DK
(3). Conferences with parents about disruption by child	M	F	S	DK
(4). Corporal punishment	M	F	S	DK
(5). Other (specify)_____	M	F	S	DK

6c. Proportionate to enrollment, did the same percentage, smaller percentage, or larger percentage of minority students receive disciplinary action than majority students?

(1)._____Smaller/ (2)._____Same/ (3)._____Larger

6d. Why?

6e. (1). Since desegregation, what has been the major discipline problem?
(2). How large a problem is this? (How many instances per month, % students involved, etc.)

6f. Has there been tracking, ability grouping, or clustering of minority students since desegregation?

(1)._____Tracking/ (2)._____Ability grouping/ (3)._____Clustering

6g. What has/have been the effects of this?

7a. What other administrative efforts have been made by the central office to facilitate desegregation?

(1)._____Fund solicitation/ (2)._____Facility or equipment improvement

(3)._____Program planning/ (4)._____Other

7b. What were the effects of each?

E. (Schools within the district.)

1. (a) Which school in your district has been most successful in its desegregation effort?_____.

(b) Why do you think this school is more successful than other schools?
(c) What has this school done differently from other schools in the district?

2. (a) What are teachers doing that facilitates desegregation/integration?
(b) How did you find out about these efforts? (c) How do others in the district find out?

F. (To evaluate the progress of your district overall):

1. (a) What desegregation-related problems faced by your district do you think have been resolved or are being resolved? (b) How? (May have already told how. If so, skip to next.)

2. What desegregation-related problems remain to be resolved?

3. (a) What other strategies or methods for implementing desegregation have you heard of, or thought of, that you have not yet tried but may in the future? (b) Why?

State_____ Interviewer_____

District_____ Date of Interview_____

School_____

PRINCIPAL INTERVIEW - Summary of Interview

Name of Person Interviewed_____Code No.: _____

Current Position_____

Previous Position(s) Held_____

_____

_____

Age: 20-29_____ 30-39_____40-49_____ Over 50_____

Sex: M_____ F_____

Race: Anglo_____ Black_____ Spanish Surname_____ Other_____

Education: Final Degree_____ Specialization_____

Training Related to Desegregation:_____

_____

Personal involvement in desegregation in this schoo/district:

Limited _____. General _____. In-depth _____.

INTERVIEWER'S POINTS-TO-NOTE":

Time:_____

PRINCIPAL INTERVIEW

A. (Background Information.)

1. For how many years have you been a _____ in this district?

a. _____ less than 1 year b. _____ 1-2 years c. _____ 3-5 years

d. _____ 6 to 10 years e. If over 10 years, exact years _____.

B. (Now, more directly to desegregation...)

1a. What does the term "desegregation" mean to you? (Check each response mentioned.)

_____ (1). End of segregation.

_____ (2). Bringing students of different races/ethnic groups together in schools.

_____ (3). Racial balancing.

_____ (4). Includes teachers and staff as well as students.

_____ (5). People of different races cooperating with and understanding each other.

_____ (6). Busing.

_____ (7). Other (specify):_____

_____

_____ (8). Other (specify):_____

_____

1b. Does "desegregation" mean the same thing to you as "integration"? (No "right" or "wrong" answers.)

(1)._____ Yes/ (2)._____ No

(3). How do they differ?

2a. What agency ordered desegregation of this district? (Check each named.)

_____ (1). Federal court

_____ (2). U.S. Office for Civil Rights

_____ (3). U.S. Justice Department

_____ (4). Other federal agency (specify):_____

_____ (4). State court

_____ (5). Other state agency (specify):_____

_____ (6). This district

_____ (7). Other (specify)_____

2b. What are the goals of desegregation for this district as set by (agency which ordered its desegregation)?

2c. Have these goals been met?

(1)._____Yes/ (2)._____No

(3). If no, why not?

(4). How close is the district to meeting them?

2d. What to you are the goals of desegregation?

(1)._____Same as above/ (2)._____Different from above

2e. Have these goals been met?

(1)._____Yes/ (2)._____No

(3). If no, why not?

(4). How close is the district to meeting them?

3. What has been your personal involvement with the district's desegregation process? (Interviewers will define terms.)

(1)._____Limited/ (2)._____General/ (3)._____Indepth

C. (Community and parent involvement.)

1. When the district first began to desegregate, what was the overall atmosphere in the schools?

a._____ Calm/ b._____ Mild disruption. c. What was done to resolve it?

d._____ Anticipated crisis. e. What was done in preparation?

f._____ Crisis. g. What was done to resolve the crisis? h. How effective was it?

2a. What racial groups are present in your community?

	b. Are they more or less supportive of desegregation now than when desegregation began? (Circle one for each.) More	Less	Don't Know	c. Included in desegregation plan?
_____(1). Hispanic (specify) _____	M	L	DK	_____
_____(2). Black (Afro-American)	M	L	DK	_____
_____(3). American Indian (specify) _____	M	L	DK	_____
_____(4). White (specify) _____	M	L	DK	_____

3a. We want to find out how your district has promoted community involvement and sought to improve communication with the community. Did the district use:

	Yes	No	b. Was it effective? Very	None	Somewhat
(1). Rumor/information center	Y	N	V	N	S
(2). District/school-community liaison or advisory groups	Y	N	V	N	S
(3). Media use (press release, press conference, interviews, etc.)	Y	N	V	N	S
(4). Written information to parents or others (includes newsletters, other)	Y	N	V	N	S
(5). "Neighborhood coffees"	Y	N	V	N	S
(6). Public forums, specifically arranged to discuss desegregation	Y	N	V	N	S
(7). Speaking to church/social or other groups	Y	N	V	N	S
(8). Community liaison workers	Y	N	V	N	S
(9). Human relations or other training for parents/community	Y	N	V	N	S
(10.) Community centers in schools	Y	N	V	N	S

	Yes	No	(Was it effective?) Very	None	Somewhat
(11). Parents as school employees	Y	N	V	N	S
(12). Parents as volunteer aides in the school, how used?	Y	N	V	N	S
(13). Parents/community members as classroom resources	Y	N	V	N	S
(14). PTA	Y	N	V	N	S
(15). Other parental involvement activities (specify)	Y	N	V	N	S
(16). Other community involvement activities (specify)	Y	N	V	N	S
(17). If parents are non-English speaking, are communications with them bilingual?	Y	N			

4. When desegregation was started in your district, did your city's mayor take a positive public stand toward it, a negative stand, or no position at all?

	Positive	Negative	No Stand	Mixed
a. Mayor	P	N	NS	M
How about b. the city council?	P	N	NS	M
c. the police chief	P	N	NS	M
d. business leaders	P	N	NS	M
e. religious leaders	P	N	NS	M
f. central office administrators	P	N	NS	M
g. school board	P	N	NS	M
h. principals	P	N	NS	M
i. instructional personnel	P	N	NS	M
j. civil rights leaders	P	N	NS	M
k. minority group leaders	P	N	NS	M

5. (a) How did the media (newspapers, radio, television) portray desegregation efforts? (b) Effects? (c) What was their primary source of information?

D. Now, I am going to ask you some questions about the methods used here in this district to implement desegregation/integration with staff, faculty, and students.

1a. Was teacher/staff reassignment used in this district to help desegregate faculty within your schools?

		Yes	No	d. How well has it worked?
	a. (method above)	Y	N	e. Any problems?
Did your district	b. Increase the number of minority staff?	Y	N	
How about	c. Any other (specify)?	Y	N	

2a. We want to know what staff development activities the central office has provided school personnel to assist them in implementing desegregation; has the district provided:

	Yes	No	b. Hours in training	c. Who attended? CO-Pr-T-C-NC-Pa-S	d. (Grades)
(1). Training for evaluation and use of multiethnic materials	Y	N	_____	CO Pr T C NC Pa S	___
(2). Communications skills training	Y	N	_____	CO Pr T C NC Pa S	___
(3). Training in cultural awareness, stereotyping	Y	N	_____	CO Pr T C NC Pa S	___
(4). Training in ethnic linguistic patterns	Y	N	_____	CO Pr T C NC Pa S	___
(5). Training for evaluation and use of bilingual materials	Y	N	_____	CO Pr T C NC Pa S	___
(6). Classroom management training	Y	N	_____	CO Pr T C NC Pa S	___
(7). Disciplinary skills training	Y	N	_____	CO Pr T C NC Pa S	___
(8). Behavior modification training	Y	N	_____	CO Pr T C NC Pa S	___
(9). Teaching effectiveness training	Y	N	_____	CO Pr T C NC Pa S	___
(10). Leadership effectiveness training	Y	N	_____	CO Pr T C NC Pa S	___
(11). Values clarification training	Y	N	_____	CO Pr T C NC Pa S	___
(12). Reality Therapy training	Y	N	_____	CO Pr T C NC Pa S	___

	Yes	No	(Hours in training)	(Who attended?) CO-Pr-T-C-NC-Pa-S
(13). Other (specify)	Y	N	_____	CO Pr T C NC Pa S ___
(14). Other (specify)	Y	N	_____	CO Pr T C NC Pa S ___
(15). Other (specify)	Y	N	_____	CO Pr T C NC Pa S ___

3a. As a result of desegregation, has your district initiated a bilingual curriculum?

	Yes	No	b. Did this help in your desegregation efforts? Yes	No	c. Part of desegregation plan? Yes	No
(1). Bilingual curriculum	Y	N	Y	N	Y	N
(2). Multicultural curriculum	Y	N	Y	N	Y	N
(3). Compensatory education	Y	N	Y	N	Y	N
(4). Promoted celebration of ethnic holidays	Y	N	Y	N	Y	N
(5). Promoted desegregation of extracurricular activities	Y	N	Y	N	Y	N
(6). Other (specify)	Y	N	Y	N	Y	N

4a. Would you say that students of different races in your district get along very well, satisfactorily, or not well at all?

	Very well	Satisfactorily	Not well
(1). Students/students	VW	S	NW
How about (2). Students and teachers of different races?	VW	S	NW
(3). Teachers/teachers	VW	S	NW
(4). Teachers/parents	VW	S	NW
(5). Administrators/students	VW	S	NW
(6). Administrators/teachers	VW	S	NW
(7). Administrators/parents	VW	S	NW

4b. (If more than two racial groups are involved in the desegregation plan.)

(1-a). Are students' race relations better between any two groups than any other two? (1-b). Which two groups have the best relations? (1-c). Which the worst? (1-d). What causes this?

(2-a). Does any minority group seem to have more difficulty with desegregation than others? (2-b). If so, what? (2-c). Why does this situation exist?

5. Has the district taken any specific action to improve race relations among different groups?

a. _____No

b. _____Yes c. Please describe these actions

6a. Since desegregation, have student discipline problems in the school increased, decreased, or remained about the same?

(1)._____increased/ (2)._____remained the same/ (3)._____decreased

6b. Has school policy about discipline changed as a result of desegregation?

(1)._____No/ (2)._____Yes (3). How?

6c. Since desegregation began, has there been more, fewer, or the same number of suspensions in your school?

	More	Fewer	Same	Don't Know
(1). Suspensions	M	F	S	DK
(2). Expulsions	M	F	S	DK
(3). Conferences with parents about disruption by child	M	F	S	DK
(4). Corporal punishment	M	F	S	DK
(5). Other (specify)_____	M	F	S	DK

6d. Proportionate to the enrollment, did the same percentage, smaller percentage, or larger percentage of minority students receive disciplinary action than majority students in your school?

(1)._____Smaller/ (2)._____Same/ (3)._____Larger

6e. Why?

6f. Has there been tracking, ability grouping, or clustering of minority students since desegregation in your school?

(1)._____Tracking/ (2)._____Ability grouping/ (3)._____Clustering

6g. What has/have been the effects of this?

7. (a) What are teachers doing that facilitates desegregation/integration? (b) How did you find out about these efforts? (c) How do others in the district find out?

8. Besides what you have already told me, what else have you done or are you doing to facilitate desegregation or solve desegregation-related problems?

9. (a) What do you think are the most effective actions taken by the school to facilitate desegregation? (b) To resolve desegregation-related problems?

E. <u>(To evaluate the progress of this school.)</u>

1. (a) What desegregation-related problems faced by your school do you think have been resolved or are being resolved? (b) How? (May have already told how. If so, skip to next.)

2. What desegregation-related problems remain to be resolved?

3. (a) What other strategies or methods for implementing desegregation have you heard of, or thought of, that you have not tried but may in the future? (b) Why?

4. (a) Based on your experience here and your knowledge of what has been happening in other districts (both) in this state and nationally, what do you believe are the most effective methods for resolving problems related to desegregation? (b) Why these methods?

State_____ Interviewer_____

District_____ Date of Interview_____

School_____

TEACHER INTERVIEW - Summary of Interview

Name of Person Interviewed_____ Code No.:_____

Current Position_____

Previous Position(s) Held_____

_____

_____

Age: 20-29_____ 30-39_____ 40-49_____ Over 50_____

Sex: M_____ F_____

Race: Anglo_____ Black_____ Spanish Surname_____ Other_____

Education: Final Degree_____ Specialization_____

Training Related to Desegregation_____

_____

Personal involvement in desegregation in this school/district:

Limited _____. General _____. In-depth _____.

INTERVIEWER'S "POINTS-TO-NOTE":

Time:_____

TEACHER INTERVIEW

A. (Background Information.)

1. What are your main responsibilities in the school?

   a. What do you teach? _____

   b. What grade level(s)? _____

2. Do you have any additional duties? Do they include any of the following? (Check each response that is mentioned.)

   a. _____ hall duty

   b. _____ class sponsor

   c. _____ departmental chairperson

   d. _____ committee chairperson, member

   e. _____ other (specify)

3a. How long have you been with this school?

   (1). _____ less than 1 year

   (2). _____ 1-2 years

   (3). _____ 3-5 years

   (4). _____ 6 or more years, if more specify _____

3b. With other schools or positions in this district? _____ (No. of years.)

3c. With other districts? _____ (No. of years.)

B. (Now, more directly to desegregation...)

1a. What does the term "desegregation" mean to you? (Check each response mentioned.)

   _____ (1). End of segregation

   _____ (2). Bringing students of different races/ethnic groups together in schools.

   _____ (3). Racial balancing.

   _____ (4). Includes teachers and staff as well as students.

   _____ (5). People of different races cooperating with and understanding each other.

_____ (6). Busing.

_____ (7). Other (specify): _____

_____

1b. Does "desegregation" mean the same thing to you as "integration"? (No "right" or "wrong" answers.)

(1)._____Yes/ (2)._____No

(3). How do they differ?

C. Now, I am going to ask you some questions about the methods used here in this district to bring about desegregation.

1a. Have you taught in desegregated schools prior to being here?

(1)._____No/ (2)._____Yes

1b. If so, what ethnic groups were included?

_____(1). Hispanic (specify)_____

_____(2). Black (Afro-American)

_____(3). American Indian (specify)_____

_____(4). White (specify)_____

_____(5). Other (specify)_____

_____(6). Other (specify)_____

_____(7). Other (specify)_____

2a. Is your classroom desegregated now? (1)._____No/ (2)._____Yes

2b. If so, what groups are included?

_____(1). Hispanic

_____(2). Black (Afro-American)

_____(3). American Indian

_____(4). White (Anglo)

_____(5). Other (specify)_____

3a. Has (increased number of minority staff) been used in this school to desegregate classrooms and extracurricular activities?

	Yes	No	b. Was it effective? Very	Not	Somewhat
(1). Increased number of minority staff	Y	N	V	N	S
(2). Use of multicultural materials	Y	N	V	N	S
(3). Ethnic/cultural activities	Y	N	V	N	S
(4). Pupil interethnic pairing or grouping	Y	N	V	N	S
(5). Other (specify)_____	Y	N	V	N	S

4a. Have you used (seating arrangements) in your own classroom to desegregate classrooms and activities?

	Yes	No	b. Was it effective? Very	Not	Somewhat
(1). Seating arrangements	Y	N	V	N	S
(2). Multicultural materials	Y	N	V	N	S
(3). Human relations activities for students	Y	N	V	N	S
(4). Films, other audio-visual aids	Y	N	V	N	S
(5). Other (specify)_____	Y	N	V	N	S

5. (a) Have you heard of any techniques or strategies attempted by other teachers to facilitate the desegregation of students? (b) What worked best for them? (c) Least?

6a. Has your school used (telephone calls by faculty) to communicate with minority-majority parents?

	Yes	No	b. Was it effective? Very	Not	Somewhat
(1). Telephone calls by faculty	Y	N	V	N	S
(2). Newsletters/written information	Y	N	V	N	S
(3). Media advertising	Y	N	V	N	S
(4). "Back to school" night	Y	N	V	N	S
(5). Home visits to students' homes	Y	N	V	N	S
(6). Other (specify)_____	Y	N	V	N	S

	Yes	No
(7). If parents are non-English speaking, are communications bilingual?	Y	N

6c. At school-parent-community meetings, are both minorities/majorities represented? (1)._____Yes/ (2)._____No. (d) Proportional to population? (1)._____Yes/ (2)._____No/ (3). %_____.
(e) In schools where this is a problem, what can be done to increase attendance of all groups? (f). What might work but has not yet been tried?

7a. Have your efforts to communicate with parents increased/decreased as a result of desegregation?

(1)._____Yes/ (2)._____No/ (3)._____No change

7b. If you do make an effort to communicate with parents, is it usually in regard to:

	Yes	No
(1). Discipline problems in your classroom?	Y	N
(2). Child's progress?	Y	N
(3). Invite them to a school social?	Y	N
(4). Other (specify)_____	Y	N

8a. Have you heard of any techniques or strategies tried by other teachers elsewhere to communicate with parents? (1)._____Yes/ (2)._____No.
(b) What were they and how well did they work?

9a. Have any district-wide changes been made in the curriculum (e.g., bilingual education) since desegregation?

	Yes	No	b. Was it effective? Yes	No	Somewhat
(1). Bilingual education	Y	N	Y	N	S
(2). English as a Second Language programs	Y	N	Y	N	S
(3). Compensatory education	Y	N	Y	N	S
(4). Multicultural education	Y	N	Y	N	S
(5). Other (specify)_____	Y	N	Y	N	S

9c. Were you involved in the decision-making process for any curriculum changes?

(1)._____Yes/ (2)._____No

9d. Were these changes, if any, mandatory_____?(1).

voluntary_____?(2).

9e. What were the effects of the changes on you and your students?

(1)._____Significant effect _____Positive Negative_____

(2)._____Some _____Positive Negative_____

(3)._____No effect

9f. We want to know what staff development activities the central office has provided school personnel to assist them in implementing desegregation; has the school provided:

	Yes	No	g. To what degree did it help you? Much	None	Somewhat
(1). Training for evaluation and use of multiethnic materials	Y	N	M	N	S
(2). Communications skills training	Y	N	M	N	S
(3). Training in cultural awareness, stereotyping	Y	N	M	N	S
(4). Training in ethnic linguistic patterns	Y	N	M	N	S
(5). Training for evaluation and use of bilingual materials	Y	N	M	N	S
(6). Classroom management training	Y	N	M	N	S
(7). Disciplinary skills training	Y	N	M	N	S
(8). Behavior modification training	Y	N	M	N	S
(9). Teaching effectiveness training	Y	N	M	N	S
(10). Leadership effectiveness training	Y	N	M	N	S
(11). Values clarification training	Y	N	M	N	S
(12). Reality therapy training	Y	N	M	N	S
(13). Other (specify)_____	Y	N	M	N	S
(14). Other (specify)_____	Y	N	M	N	S
(15). Other (specify)_____	Y	N	M	N	S

9h. Did you actively participate? (1)._____No/ (2)._____Yes

9i. Was the desegregation inservice specified in the desegregation plan?

(1)._____All/ (2)._____Only part/ (3)._____None

9j. Who initiated inservice?

_____(1). Central office

_____(2). Principals

_____(3). Teachers

_____(4). Committee

_____(5). Other (specify)

9k. If committee, who comprises it?

9l. Who planned the desegregation inservice?

_____(1). District level

_____(2). Principals

_____(3). Teachers

_____(4). Outside consultant(s)

_____(5). Committee

_____(6). Other (specify)

9m. If committee planned, who comprises it?

9n. Who conducted the inservice?

_____(1). Central office personnel (specify)

_____(2). Personnel in building where conducted

_____(3). Other district personnel (specify)

_____(4). Outside consultant(s)

_____(5). Other (specify)

9o. Participants in the inservice (those who received training) were:

_____(1). Central office personnel

_____(2). Building administrators (principals, assistant principals, etc.)

_____(3). Teachers

_____(4). Counselors

_____(5). Non-certified personnel (secretaries, bus drivers, etc.)

_____(6). Parents

_____(7). Students (what level?) (How selected?)

_____(8). Other (specify)

9p. How was the inservice evaluated?

9q. How have students benefitted from the staff development?

9r. What other staff development activities has the district considered and not provided? 9s. Why not?

10a. Have you, as a result of desegregation, changed the curriculum (content, materials, other) in your classes? (1)._____Yes/ (2)._____No.
(b) If so, what? (c) What worked best? (d) Least?

11a. Are teaching materials which support cultural pluralism available to you in this school?

_____(1). Readily available

_____(2). Somewhat available (within library or department)

_____(3). Inaccessible; must search for outside references

11b. What materials have <u>you</u> found to be most appropriate (or effective) in the desegregated classroom?

11c. Are most of these materials:

_____(1). Teacher-made?

_____(2). Commercially produced?

_____(3). Government-printed or sponsored?

12. Do teachers of one race use teachers of another race(s) as resources for ideas, insight, to solve behavior problems, etc.?

(a)_____Yes/ (b)_____No

13a. Would you say that students of different races in your district get along very well, satisfactorily, or not well at all?

	Very well	Satisfactorily	Not well
(1). Students/students	VW	S	NW
How about (2). Students and teachers of different races?	VW	S	NW
(3). Teachers/teachers	VW	S	NW
(4). Teachers/parents	VW	S	NW
(5). Administrators/students	VW	S	NW
(6). Administrators/teachers	VW	S	NW
(7). Administrators/parents	VW	S	NW

13b. (If more than two racial groups are involved in the desegregation plan.)

(1-a) Are students' race relations better between any two groups than any other two? (1-b) Which two groups have the best relations? (1-c) Which the worst? (1-d) What causes this?

(2-a) Does any minority group seem to have more difficulty with desegregation than others? (2-b) If so, whom? (2-c) Why does this situation exist?

14. Has the district taken any specific action to improve race relations among different groups?

a._____No

b._____Yes c. Please describe these actions

15a. Have you made any changes in your teaching methods because of desegregation?

	Yes	No	b. Indicate effectiveness on 1(least) to 5(most) scale
(1). Individualized instruction	Y	N	1 2 3 4 5
(2). Group work	Y	N	1 2 3 4 5
(3). Learning centers	Y	N	1 2 3 4 5
(4). Written/oral assignments	Y	N	1 2 3 4 5
(5). Other (specify)_____	Y	N	1 2 3 4 5

16. Besides what you have already told me, what else are (a) you or (b) other teachers doing to facilitate desegregation or solve desegregation-related problems? (c) Have you thought or found out about other techniques you plan to try in your class? If so, what?

17. What has been done at the school, by the principal or others, to promote more positive interactions between students of different ethnic groups in extracurricular activities?

    a. Student council

    b. Sports

    c. Drama

    d. Promote ethnic holidays (outside classroom, i e., schoolwide)

    e. Other (specify)_____

18a. Has desegregation affected discipline policy/problems in the school?

    (1)._____Yes/ (2)._____No

    b. In your classroom? (1)._____Yes/ (2)._____No

    c. What do you do? d. Why? e. How?

    f. What do other teachers do? g. Were they effective?

19a. What do you think are the most effective actions taken by the principal to facilitate desegregation? (b) To resolve desegregation-related issues?

D. (To evaluate the progress of the school overall.)

1. (a) What desegregation-related issues faced by your school do you think have been, for the most part, resolved? (b) How?

2. Are there desegregation-related problems yet to be resolved?

3. Based on your experiences, what are some of the more effective methods of resolving problems which may arise as a result of desegregating a school system?

State_____ Interviewer_____

District_____ Date of Interview_____

School_____

STUDENT INTERVIEW - Summary of Interview

Name of Person Interviewed_____ Code No.: _____

Grade: Ninth_____ Tenth_____ Eleventh_____ Twelfth_____

Age: 14-15_____ 16-17_____ 18-19_____

Sex: M_____ F_____

Race: Anglo_____ Black_____ Spanish Surname_____ Other_____

Personal involvement in desegregation in this school/district:

Limited _____. General _____. In-depth _____.

INTERVIEWER'S "POINTS-TO-NOTE":

Time:_____

STUDENT INTERVIEW

A. (Background and personal involvement.)

1a. Where else have you attended school? 1b. Was it segregated?

2. Did your parents attend segregated/desegregated schools?

3a. What does the term "desegregation" mean to you? (Check each response mentioned.)

_____(1). End of segregation.

_____(2). Bringing students of different races/ethnic groups together in schools.

_____(3). Racial balancing.

_____(4). Includes teachers and staff as well as students.

_____(5). People of different races cooperating with and understanding each other.

_____(6). Busing.

_____(7). Other (specify):_____

_____.

_____(8). Other (specify):_____

_____.

3b. Does "desegregation" mean the same thing to you as "integration"? (No "right" or "wrong" answers.)

(1)._____Yes/ (2)._____No

(3). How do they differ?

4. (a) Are any students bused for desegregation? (1)._____Yes/ (2)._____No

(b) Are you? (1)._____Yes/ (2)._____No

(c) Have these students/you been treated any differently?

(1)._____No/ (2)._____Yes (3). If so, how?

(d) Who has treated you differently?

(e) Do you like it or not?

(f) If not, has the situation been dealt with (the problem solved)?

B. (Present school situation.)

1a. Would you say that students of different races in your district get along very well, satisfactorily, or not well at all?

	Very well	Satisfactorily	Not well
(1). Students/students	VW	S	NW
How about (2). Students and teachers of different races?	VW	S	NW
(3). Teachers/teachers	VW	S	NW
(4). Teachers/parents	VW	S	NW
(5). Administrators/students	VW	S	NW
(6). Administrators/teachers	VW	S	NW
(7). Administrators/parents	VW	S	NW

1b. (If more than two racial groups are involved in the desegregation plan.)

(1-a). Are students' race relations better between any two groups than any other two? (1-b). Which two groups have the best relations? (1-c). Which the worst? (1-d). What causes this?

(2-a) Does any minority group seem to have more difficulty with desegregation than others? (2-b) If so, whom? (2-c) Why does this situation exist?

2a. How do you get along with (other race) students?

(1)._____Good social contact; have many friends

(2)._____About average; will speak to them in or out of class

(3)._____Little or no social contact; neutral or indifferent

2b. Has there been any influence from:

	Yes	No	c. Has each group influenced you to get along with others? Yes	No
(1). peers?	Y	N	Y	N
(2). teachers?	Y	N	Y	N
(3). principals?	Y	N	Y	N
(4). parents?	Y	N	Y	N
(5). other? (specify)_____	Y	N	Y	N

3a. Have there been any efforts by individual teachers to encourage better race relations between:

	Yes	No	b. Efforts	c. Were they helpful? Yes	No	Somewhat
(1). Teachers/students?	Y	N	_____	Y	N	S
(2). Students/students?	Y	N	_____	Y	N	S

4. Regarding your classes, how would you describe your interactions with:

	Excellent	Fair	Neutral	Negative
a. Your "other race" teachers?	E	F	Neu	Neg
b. Your "same race" teachers?	E	F	Neu	Neg

5a. In regard to discipline, have members of any group been treated easier or harder than others:

	No	Yes →	b. Who treated you: Easier?	Harder?
(1). in school?	N	Y	_____	_____
(2). individual classes?	N	Y	_____	_____

6a. Does what you study in school seem to:

(select one)
(1)._____ favor one group? → (2). If so, whom?

or (3)._____ is curriculum for everyone?

6b. Do your teachers use material which includes various racial groups?

(1)._____No/ (2)._____Yes → 6c. If yes, all groups in your school?
6d. more groups than in your school?

6e. Does your school encourage the celebration of ethnic holidays?

(1)._____No/ (2)._____Yes → 6f. If yes, which ones?_____

7a. Do members of all racial groups participate in band, sports, drama clubs, cheerleaders and other school-sponsored activities? (1)._____Yes/ (2)._____No

7b. If not, does this cause any problems? (1)._____Yes/ (2)._____No

7c. How might these be solved?

8a. Do students from all racial groups attend school dances or other such activities?

(1)._____Yes/ (2)._____No

8b. How about school sports events? (1)._____Yes/ (2)._____No

9a. Have any activities been done on a whole-school basis to help develop positive interactions between students of different ethnic groups?

(1)._____No/ (2)._____Yes b. If so, what? c. Was it effective?

(1)._____Yes/ (2)._____No

9c. Who initiated these activities?

(1)._____Principal

(2)._____Student council/club

(3)._____Faculty

(4)._____Other (specify)_____

10. Does the school/teacher use (peer tutoring) to help students who seek help with any problems in their studies?

	Yes	No
a. peer tutoring	Y	N
b. individualized instruction	Y	N
c. bilingual/English as a second language programs	Y	N
d. Reading/Math programs	Y	N
e. increased number of teacher aides	Y	N
f. vocational training programs	Y	N
g. (use of) community resources	Y	N
h. human relations activities for students	Y	N
i. other (specify)_____	Y	N

11. Have there been any activities by individual teachers which:

	Yes	No
a. mixes the races in class?	Y	N
b. separates the races in class?	Y	N

12. (a) Besides what you have already told me, what else are teachers doing to make desegregation better? (b) Worse? (c) What role do counselors/deans have in making desegregation better? (d) Worse?

13. (a) What is the principal doing to make desegregation better? (b) Worse?

14. (a) Overall, what are the best things that have been done by students to help with desegregation? (b) What things have students done which have not helped? (c) What can be done to change what these students do to get them to help?

15. How would you describe the way that desegregation is working in this school?

16. (a) Which desegregation problems in your school do you think have been just about solved? (b) How was this done? (c) What problems remain unsolved?

C. (Future.)

Based on your experience, what do you think is the best way to help desegregate a school? (Probe for strategies and details of how to do it.)

State_____ Interviewer_____

District_____ Date of Interview_____

PARENT/COMMUNITY INTERVIEW - Summary of Interview

Name of Person Interviewed_____ Code No.:_____

Current Occupation_____

Previous Occupation(s)_____

_____

_____

Age: 20-29_____ 30-39_____ 40-49_____ Over 50_____

Sex: M_____ F_____

Race: Anglo_____ Black_____ Spanish Surname_____ Other_____

Final Education: Grade School_____ High School_____ College_____

Personal involvement in desegregation in this school/district:

Limited _____. General _____. In-depth _____.

INTERVIEWER'S "POINTS-TO-NOTE":

Time:_____

PARENTS/COMMUNITY INTERVIEW

A. (Background and personal involvement.)

1a. Do you have or have you had a school-aged child or children in school?

(1)._____Yes/ (2)._____No

1b. What school(s)?	Grade?	Year graduated?
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

1c. Did he/she change schools as part of a desegregation plan?

(1)._____Yes/ (2)._____No

1d. Is he/she bused for desegregation purposes?

(1)._____Yes/ (2)._____No

1e. Does your son/daughter(s) have (other race) teachers?

(1)._____Yes/ (2)._____No

1f. Does your son/daughter(s) have (same race) teachers?

(1)._____Yes/ (2)._____No

1g. Are his/her feelings (1)_____positive/ (2)_____negative about his/her teachers? (3) Don't know_____.

1h. Have you met and talked with his/her teachers?

(1)._____Yes/ (2)._____No

1i. If not, would you like to?

(1)._____Yes/ (2)._____No

1j. Why have you not?

1k. How does/did he/she feel about these changes (transfer and busing for desegregation)?

1l. What are your feelings about desegregation of the schools?

1m. Did you attend (1)_____segregated/ (2)_____desegregated schools?

B. (Now, more directly to desegregation...)

1a. What does the term "desegregation" mean to you? (Check each response mentioned.)

_____ (1). End of segregation

_____ (2). Bringing students of different races/ethnic groups together in schools

_____ (3). Racial balancing

_____ (4). Including teachers and staff as well as students

_____ (5). People of different races cooperating with and understanding each other

_____ (6). Busing

_____ (7). Other (specify):_____

_____.

1b. Does "desegregation" mean the same thing to you as "integration"?

(1)._____Yes/ (2)._____No

(3). How do they differ?

2a. What agency ordered desegregation of this district? (Check each named.)

_____ (1). Federal court

_____ (2). U.S. Office for Civil Rights

_____ (3). U.S. Justice Department

_____ (4). Other federal agency (specify)_____

_____

_____ (4). State court

_____ (5). Other state agency (specify)_____

_____

_____ (6). This district

_____ (7). Other (specify)_____

_____

2b. What are the goals of desegregation for this district as set by (agency which ordered its desegregation)?

2c. Have these goals been met?

(1)._____Yes/ (2)._____No

(3). If no, why not?

(4). How close is the district to meeting them?

2d. What to you are the goals of desegregation?

(1)._____Same as above/ (2)._____Different from above

2e. Have these goals been met?

(1)._____Yes/ (2)._____No

(3). If no, why not?

(4). How close is the district to meeting them?

3. How have you been involved with the district's desegregation process?

(1)._____Very little?/ (2)._____Somewhat?/ (3)._____Quite a bit?

C. (Community and parent involvement.)

1. When the district first began to desegregate, what were things like in the schools?

a._____Calm?/ b._____Some disorder? c. What was done to work it out?

d._____Possible trouble? e. What was done to meet this problem?

f._____Trouble? g. What was done to solve the trouble?
h. How well do you think it worked?

2a. What racial groups live in your community?

b. Do they support or not support desegregation more now than they did when desegregation began? (Circle one for each.)

		More	Less	Don't know
_____(1). Hispanic (specify) _____	(1)	M	L	DK
_____(2). Black (Afro-American)	(2)	M	L	DK
_____(3). American Indian (specify) _____	(3)	M	L	DK
_____(4). White (specify) _____	(4)	M	L	DK

3a. Is a monitoring committee included in the district's desegregation plan?

(1)._____ Yes/ (2)._____No

3b. If so, about how many minority parents are members of it?

	Percentage
(1)._____ Minority parents	_____
(2)._____ White parents	_____
(3)._____ Other community members (specify)	_____
(4)._____ School administrators	_____
(5)._____ School board members	_____
(6)._____ Teachers	_____
(7)._____ Students	_____
(8)._____ Other	_____

4a. We want to find out what ways your district and school used community involvement in its desegregation plan and how they communicated with the community. Did they use:

	Yes	No	b. Was it helpful? Yes	No	Somewhat	c. Did you take part in:
(1). Rumor/information center	Y	N	Y	N	S	_____
(2). District/school-community liaison or advisory groups	Y	N	Y	N	S	_____
(3). Media use (press release, press conference, interviews, etc.)	Y	N	Y	N	S	_____
(4). Written information to parents or others (includes newsletters, other)	Y	N	Y	N	S	_____
(5). "Neighborhood coffees"	Y	N	Y	N	S	_____
(6). Public forums, specifically arranged to discuss desegregation	Y	N	Y	N	S	_____
(7). Speaking to church/social or other groups	Y	N	Y	N	S	_____
(8). Community liaison workers	Y	N	Y	N	S	_____

	Yes	No	(Was it helpful?) Yes	No	Somewhat	(Did you take part in:)
(9). Human relations or other training for parents/ community	Y	N	Y	N	S	_____
(10). Community centers in schools	Y	N	Y	N	S	_____
(11). Parents as school employees	Y	N	Y	N	S	_____
(12). Parents as volunteer aides in school, how used?	Y	N	Y	N	S	_____
(13). Parents/community members as classroom resources	Y	N	Y	N	S	_____
(14). PTA	Y	N	Y	N	S	_____
(15). Other parental involvement activities (specify)	Y	N	Y	N	S	_____
(16). Other community involvement activities (specify)	Y	N	Y	N	S	_____

4d. If some of these did not work too well, how might they have worked better?

5. When desegregation was started in your district, how did each of these persons express their feelings about it to the public?

	Positive	Negative	No Statement	Mixed
a. Mayor	P	N	NS	M
How about b. the city council?	P	N	NS	M
c. the police chief	P	N	NS	M
d. business leaders	P	N	NS	M
e. religious leaders	P	N	NS	M
f. central office administrators	P	N	NS	M
g. school board	P	N	NS	M
h. principals	P	N	NS	M
i. instructional personnel	P	N	NS	M
j. civil rights leaders	P	N	NS	M
k. minority group leaders	P	N	NS	M

6. (a) How did the newspapers, radio and television report desegregation efforts? (b) How have they reported on its effect?

D. Now, I am going to ask you some questions about the different ways used in your district to carry out desegregation/integration with staff, faculty, and students.

1. Was teacher/staff reassignment used in this district to help desegregate teachers, principals, counselors, and others within your schools?

		Yes	No	
	a. (method above)	Y	N	d. How well has it worked?
id your district	b. Increase the number of minority staff?	Y	N	e. Any problems?
How about	c. Any other (specify) _____	Y	N	

2. Because of desegregation, has your district started bilingual education in its school program?

	Yes	No
a. Bilingual education	Y	N
b. Multicultural education	Y	N
c. Compensatory education (Title One FT, HS, etc.)	Y	N
d. Other (specify)_____	Y	N

3a. Would you say that students of different races in your district get along very well, satisfactorily, or not well at all?

	Very well	Satisfactorily	Not well
(1). Students/students	VW	S	NW
How about (2). Students and teachers of different races?	VW	S	NW
(3). Teachers/teachers	VW	S	NW
(4). Teachers/parents	VW	S	NW
(5). Administrators/students	VW	S	NW
(6). Administrators/teachers	VW	S	NW
(7). Administrators/parents	VW	S	NW

4b. (If more than two racial groups are involved in the desegregation plan.)

(1-a) Are students' race relations better between any two groups than any other two? (1-b) Which two groups have the best relations? (1-c) Which the worst? (1-d) What causes this?

(2-a) Does any minority group seem to have more difficulty with desegregation than others? (2-b) If so, which? (2-c) Why does this situation exist?

5a. Has district policy about discipline changed as a result of desegregation?

(1)._____No/ (2)._____Yes (3). How?

5b. Since desegregation began, has there been more, fewer, or the same number of suspensions?

	More	Fewer	Same	Don't know
(1). Suspensions	M	F	S	DK
(2). Expulsions	M	F	S	DK
(3). Conferences with parents about disruption by child	M	F	S	DK
(4). Corporal punishment	M	F	S	DK
(5). Other _____	M	F	S	DK

5c. Did minority or majority students get disciplined more when desegregation started?

(1)._____more minority/ (2)._____more majority/ (3)._____about the same

5d. Why do you think this was so?

6a. What has desegregation done to these things in your child's school:

	Improved	No Change	Worse	b. Why or how can you tell?
(1). School facilities/equipment	I	NC	W	
(2). Education in general	I	NC	W	
(3). Academic achievement	I	NC	W	
(4). Extracurricular activities	I	NC	W	

7. What about student participation in extracurricular activities: do minority students at the school participate in these activities?

	Same	More	Less	Don't know
a. Band	S	M	L	DK
b. Speech	S	M	L	DK
c. Sports	S	M	L	DK
d. Drama	S	M	L	DK
e. Cheerleaders	S	M	L	DK
f. Student council	S	M	L	DK
g. Social clubs	S	M	L	DK
h. School clubs	S	M	L	DK

8a. For any extracurricular activities that you said were "more" or "less," does this cause any problems? (1)._____No/ (2)._____Yes (Explain).

8b. If so, what might be done to solve the problem?

9. (a) What is the principal doing which seems to help with desegregation? (b) What are teachers doing? (c) How do these seem to work?

10. (a) Do you know of any school district activities to help teachers work better with desegregation-related problems and issues? (1)._____No/ (2)._____Yes. (b) Could you tell me about them?

11. (a) Do you know of any actions taken by students to solve desegregation-related problems? (b) How have these worked? (c) Have any not been good for students? (d) Tell what some were. (e) What might be done about these?

12. How would you describe the overall progress of this school district toward desegregation/integration?

13. (a) Which desegregation-related problems faced by the schools do you think have been solved? (b) How? (c) What problems remain unsolved?

E. (Future.)

Based on your experience, what do you think is the best way to help desegregate a school? (Probe for strategies and details of how to do it.)

APPENDIX B

DESEGREGATION PROBLEMS REMAINING

DESEGREGATION PROBLEMS REMAINING *RACE: A = Anglo NA = Native American
B = Black T = Total
H = Hispanic

PROBLEM	LEAs	CO					Pr					Tchr					Stu					P/C					TOTALS				
		*A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T
Quality of education	3	1				1						1	1			2		1			1	5	1	2	1	9	7	3	2	1	13
Equal educational opportunity	1	1				1								1		1		1	1		2						1	1	2		4
Federal decisions (regulations)	1	1				1							1			1											1	1			2
Student participation/involvement	3							1	3		4	2	2			4	3	7	2	1	13	2	2			4	8	14	2	1	25
Minority staff hiring (need more)	2												3	1		4		1			1		1	1		2		5	2		7
More parent involvement	2	1				1						5	4			9						3	1			4	9	5			14
Mid-year changeover	1	1				1						1				1							1			1	2	1			3
Disciplinary problems	2	1	1			2							2			2	2				2	1	1		1	3	4	4		1	9
Attitudes - Adm/fac/stu/par	3			1		1	2	2			4	1	2	1		4	2	2	1		5	2	2		1	5	7	8	3	1	19
More communication among adm/fac/stu/par	2							1			1	1				1		1			1		2			2	1	3	1		5
School as a resource for parents	1												1			1												1			1
Enhancing child's self-concept	1																1				1						1				1
Educating children about racial equality	1	1				1																					1				1
Minority responsibility in leadership	1		1			1																	1			1		2			2
Cultural awareness for teachers	2			1		1																1	1		1	3	1	1	1	1	4
Dropouts	1		1			1																1				1	1	1			2
Attendance	2	1				1							1			1	1	1	1		3						1	3	1		5
Unfair testing of minority students	1		1			1											1				1						1	1			2
Grouping students	1							1			1		1			1												2			2
Student/parent apathy	1							1			1	1				1	1	1			2						2	2			4

DESEGREGATION PROBLEMS REMAINING (Cont'd)

*RACE: A = Anglo, B = Black, H = Hispanic, NA = Native American, T = Total

PROBLEM	LEAs	CO					Pr					Tchr					Stu					P/C					TOTALS				
		*A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T
School facilities/ equipment (inferior for minority)	2												2			2						1		1		2	1	2	1		4
Integration not working (problem of race relations)	1											1		1		2										1		1		2
Racial balancing	2												2			2	1	1	1		3					1	3	1		5
Move 6th grade to junior high	1														1	1													1	1
Qualified teachers	1												1			1						1	1			2	1	2			3
More inservice	1												1			1											1			1
More multicultural materials	1														1	1		1			1						1		1	2
Team teaching (B/W)	1											1				1											1			1
More sensitive teachers (to minority students)	1																1				1						1			1
Curriculum for everyone	2																2	2			4					2	2			4
More money for classes	1																	1	1		2						1	1		2
Open campus concept	1																1				1					1				1
Homeroom policy	1																1				1					1				1
Advisor/advisee program	1																1				1					1				1
Grading & attendance systems	1																		1		1							1		1
Integrate community	1																1				1					1				1
Racial balance in social activities	1																						1		1		1			1
Busing (mostly because of problems with extracurricular activities)	1																					1			1	2	1			1	2
Student interest in learning	1																					2	1			3	2	1			3

DESEGREGATION PROBLEMS REMAINING (Cont'd)

*RACE: A = Anglo, B = Black, H = Hispanic, NA = Native American, T = Total

PROBLEM	LEAs	CO					Pr					Tchr					Stu					P/C					TOTALS				
		*A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T
Improve athletic program	1																						1			1			1		1
Upgrading bilingual program	1																						1			1			1		1
Racial isolation in district & schools	1																						1			1			1		1
None solved	2																4				4					4					4
Don't know	3												1		1	2		1		1	2	1	2		1	4	1	4	1	2	8
TOTALS		8	5	2		15	4	8			12	15	26	6	3	50	23	21	9	2	55	23	19	6	6	54	72	79	24	11	186

APPENDIX C

DESEGREGATION PROBLEMS SOLVED

DESEGREGATION PROBLEMS SOLVED

*RACE: A = Anglo NA = Native American
B = Black T = Total
H = Hispanic

PROBLEM	LEAs	CO					Pr					Tchr					Stu					P/C					TOTALS				
		*A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T
Busing	4	2	1			3	1	1			2		1	1		2	1				1	2	1			3	6	4	1		11
Declared unitary	1	1				1		1			1											2				2	3	1			4
Mid-term changeover	1	1				1																					1				1
Curricular changes	1																					1				1	1				1
Student participation	2						1	1			2	1	1			2	1		1		2						3	2	1		6
Attitudinal improvement	3											4	1			5	3	2	1		6	3	1			4	10	4	1		15
Open enrollment	1																	1			1							1			1
Student/faculty reassignment	1		1			1																	1			1		2			2
Enhancing self-concept of children	1	1				1	1				1												1			1	2	1			3
Public relations effort	1	1				1																					1				1
Racial issues	2			1		1						6	4			10	4	2			6						10	6	1		17
Zoning	1	1				1																					1				1
Student conduct	1							1			1		1			1		1			1	1	1			2	1	4			5
Better facilities/ equipment/ materials	1								1		1		1			1							1			1		1	2		3
Federal court decisions	1											1	1			2							1			1	1	2			3
Racial balancing	1									1	1						1	1			2	1				1	2	1	1		4
Better communication	1											3				3											3				3
Grouping of students (stopped)	1												1			1												1			1
Homecoming procedure	1											1				1		1			1						1	1			2
White flight	1																1				1						1				1
Good rapport between students	1																					1				1	1				1
Quality of education	1																					1				1	1				1
Staff dev. for bus drivers	1																					1				1	1				1

DESEGREGATION PROBLEMS SOLVED (Cont'd)

*RACE: A = Anglo, B = Black, H = Hispanic, NA = Native American, T = Total

PROBLEM	LEAs	CO					Pr					Tchr					Stu					P/C					TOTALS				
		*A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T	A	B	H	NA	T
Some resolved	1																					2	2		1	5	2	2		1	5
No significant change	1																4	1			5						4	1			5
None resolved	1													1		1						1	1	1		3	1	1	2		4
No problems	2											1	1			2		2	1	1	4			1		1	1	3	2	1	7
Don't know	2												1	1	2	4	1	1			2	2	4		1	7	3	6	1	3	13
TOTALS		7	2	1	0	10	3	4	1	0	8	17	13	4	2	36	16	12	3	1	32	18	14	2	2	36	61	44	12	5	122

APPENDIX D

PRINCIPALS'STRATEGIES TO IMPLEMENT DESEGREGATION

PRINCIPALS' STRATEGIES TO IMPLEMENT DESEGREGATION

METHOD	LEA	Pr	Stu	P/C	TOTALS
Pre-school Orientation	1	1			1
	5			1	1
Social Activities	1	1			1
	2		1	1	2
	3	1		1	2
	4	1		1	2
Equal Treatment	1	1	3	1	5
	2	1	1		2
	3		3		3
	5		2		2
	6	2	1	1	4
Communicate with Students/Faculty	1	2		1	3
	2	1			1
	3			1	1
	4	1		1	2
	6	1			1
Welcoming Activities	1			1	1
Facilitator at Workshops	3	1			1
Support Disciplining	4	1			1
Support Teachers	6	1			1
Inform Parents/Students of Expectations	6	1			1
Increase Student Involvement	2		2		2
	3		2		2
	4		2		2
	6		1		1
Rapport with Students/ Parents/Faculty	1		3	1	4
	2		1	1	2
	3			2	2
	4		2		2
	6		2	1	3
Give Students Autonomy			1		1
Positive Attitude	1		1		1
	5		2		2
Nothing	1		4		4
	2			1	1
	3		2		2
	4			1	1
	5		2		2
	6		1		1
Don't Know	1		1	2	3
	2			2	2
	3		4		4
	4		3	1	4
	5		3		3
	6		1	2	3
TOTALS		17	58	32	117

APPENDIX E

OTHER METHODS TO IMPLEMENT DESEGREGATION

OTHER METHODS TO IMPLEMENT DESEGREGATION

METHOD	LEA	CO			Pr			P/C			TOTALS		
		A	B	T	A	B	T	A	B	T	A	B	T
Equal educational opportunities	1	2		2							2		2
	2				1		1				1		1
	3				1		1				1		1
	Total	2		2	2		2				4		4
Maintenance of ethnic identity		1		1							1		1
Federal programs	2							1		1	1		1
	3	1		1	1		1				2		2
	4							1		1	1		1
	Total	1		1	1		1	2		2	4		4
Changed from middle school concept to junior high concept	4	1		1							1		1
Personal interviews of all teachers by central office	5	1		1				1		1	2		2
Volunteer teacher program	5	1		1				1	1	2	2	1	3
Don't know	2				1		1				1		1
TOTALS		7		7	4		4	4	1	5	15	1	16